DOCUMENT RESUME

ED 371 977 SO 023 464

AUTHOR	Dygdon, Judith A.
TITLE	The Culture and Lifestyle-Appropriate Social Skills Intervention Curriculum (CLASSIC). A Program for Socially Valid Social Skills Training.
REPORT NO	ISBN-0-88422-119-9
PUB DATE	93
NOTE	164p.
AVAILABLE FROM	Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733 ($15.95).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141) -- Books (010)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Behavior Change; Curriculum Development; Discussion (Teaching Technique); Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Intervention; *Problem Solving; Psychoeducational Methods; *Social Behavior
IDENTIFIERS	*CLASSIC Social Skills Training Program

ABSTRACT

This document discusses the culture and lifestyle appropriate social skills intervention curriculum or CLASSIC, a 15-session social skills training program that is designed to be administered in a small group format to children and adolescents. The first chapter addresses the role of CLASSIC in the history of social skills training for children and adolescents. CLASSIC assumes that difficulties in social interaction can be remedied by helping children learn new behaviors that are appropriate to the situations in which the difficulties have arisen. The CLASSIC offers such help by: (1) bringing together for training groups of children who have at least one social situation in common; (2) having children participate in the cue generation procedure that identifies culturally-appropriate behaviors for training; (3) providing training in a simple problem-solving strategy that consists of a set of rules to guide children in the selection of behaviors appropriate for a situation; (4) providing modeling of target behaviors by groups leaders; (5) providing opportunities for role play practice of target behaviors by group members; (6) establishing opportunities for feedback on role play performances from group leaders and members; and (7) guiding group leaders to reinforce children for participating in group discussions and modifying the children's behavior according to group-determined norms of socially successful behavior. The second chapter provides direction in identifying children who stand to benefit from CLASSIC training. Chapter 3 provides a basic review of learning theory principles. The fourth chapter offers suggestions for the delivery of particular interventions. Chapter 5 offers session-by-session instructions for social skills training. Contains 24 references. (DK)

ED 371 977

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE CULTURE AND LIFESTYLE APPROPRIATE SOCIAL SKILLS INTERVENTION CURRICULUM

[illegible]

JUDITH A. DYGDON

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gerald B. Fuller
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023464

BEST COPY AVAILABLE

The Culture and Lifestyle-Appropriate Social Skills Intervention Curriculum

(CLASSIC)

A Program for Socially Valid Social Skills Training

Judith A. Dygdon

CPPC

Clinical Psychology Publishing Company, Inc.
4 Conant Square
Brandon, Vermont 05733

Copyright © 1993 by Clinical Psychology Publishing Company, Inc., Brandon, Vermont.

All rights reserved. No portion of this book may be reproduced in any form, by photostat, microfilm, retrieval system, or by any means now known or later devised, without prior written permission of the publisher. Permission is not necessary for brief passages embodied in critical reviews and articles.

Library of Congress Cataloging-in-Publication Data

Dygdon, Judith A.
The culture and lifestyle-appropriate social skills intervention curriculum (CLASSIC) : a program for socially valid social skills training / Judith A. Dygdon.
p. cm.
Includes bibliographical references.
ISBN 0-88422-119-9 (paper) : $15.95.
1. Social skills in children--Study and teaching. 2. Social skills--Study and teaching. 3. Social interaction in children.
I. Title.
HQ783.D95 1993
302'.14'07--dc20 92-72154
CIP

CPPC 4 Conant Square
Brandon, Vermont 05733

Cover Design: Sue Thomas

For Tony,
Janice,
Mom,
and the memory of my father

Contents

Acknowledgments vii

1. The CLASSIC in the History of Social Skills Training for Children and Adolescents 1

2. Offering CLASSIC Training 14

3. Review of Learning Theory Principles and Their Application to CLASSIC Sessions 20

4. Helpful Strategies for Leading CLASSIC Sessions 26

5. CLASSIC Sessions 1 to 15: Leaders' Scripts 38

6. References 152

Acknowledgments

The CLASSIC would not have developed into its current form without the participation of several people who worked with the program in its infancy. The author wishes to thank Katherine Ryan, who as a co-leader, and later co-supervisor, provided valuable insights into how the program worked when applied. She made the very valuable suggestion to present visual diagrams of social situations when introducing the social problem solving model, thus allowing group members to point out places in the situations where the steps of the model should be employed. This idea was incorporated and has served to make the presentation of some difficult concepts very clear. Beyond this, Katherine was largely responsible for seeing to it that the clinic in which she worked offered the CLASSIC program, which allowed its workability to be assessed.

The author wishes to thank David Tulsky, who, as a co-leader in an early running of the program, suggested guiding group members in the application of the model in an additional social situation: that is, one that involved saying good-bye. He believed that this would be quite appropriate for the final CLASSIC session, and this suggestion has been incorporated into the current program.

The author also wishes to thank James Swartz and Judith Bordwell, whose patience, dedication, and clinical skillfulness as co-leaders in two early runnings of the CLASSIC made a trip through untravelled territory much more pleasant than it otherwise would have been.

Thanks are also due to Patricia T. Wood of CPPC for her helpful editorial comments and her tolerance of all that comes with someone's first book.

Finally, I want to thank my husband, Tony Conger. This book clearly is better for his careful commentary. In particular, he suggested broadening what was originally conceived to be an end-of-session "snack time" into a more flexible "reward time." This idea certainly makes the session structure appropriate to a wider variety of groups. He also suggested that I explicitly remind group leaders to use a variety of types of behaviors when they initially respond to participants, thereby maximizing the chance that leaders will identify effective reinforcers even when they are working with children from cultural groups very different from their own. More generally, I want to thank Tony for his love, friendship, and enthusiasm, which have enriched my life and left their mark on all that I do.

1

The CLASSIC in the History of Social Skills Training for Children and Adolescents

The CLASSIC is a 15-session social skills training program that is designed to be administered in a small group format to children and adolescents. It is a recent step in the evolution of social skills training for children and adolescents. Its place in that evolution and its unique features are described in the pages that follow.

The Need for Social Skills Intervention Methods

Complaints of poor or nonexistent peer relationships frequently accompany requests for psychological treatment of children and adolescents. Adults who routinely deal with children and adolescents often assume that those who have no interactions or hostile interactions with peers are in considerable psychological pain, and parents and teachers frequently request help for socially dysfunctional children on those grounds. Further, longstanding theoretical arguments and research evidence (e.g., Piaget, 1926, 1932; and more recently, Rubin & Pepler, 1980; Parker & Asher, 1987) highlight the importance that positive involvement with peers has for sound personal and interpersonal development.

Mental health professionals frequently find themselves in the position of needing to address this rather complex problem. Not surprisingly, several strategies for the treatment of social behavior problems have been offered. (See Pentz & Tolan, 1986, for a review of treatment procedures for adolescents and Zaragoza, Vaughn,

& McIntosh, 1991, for a review of procedures with children.) Such treatment typically involves one or more of the following components: (1) training in the appropriate use of selected nonverbal skills (e.g., Dowrick, 1986; Matson et al., 1980; Pease, 1979); (2) training in more "molar" behaviors deemed appropriate by the program developers for use in difficult social situations, such as those that require assertion or making requests of others (e.g., Dowrick, 1986; LaGreca & Santogrossi, 1980; Matson et al., 1980; Pease, 1979); and (3) training in a problem solving strategy designed to facilitate the handling of difficult social situations that have not been practiced explicitly (Dowrick, 1986; Spivak & Shure, 1982).

The Risk of Social Invalidity in Social Skills Training

Many existing programs for social skills training with children and adolescents have been subjected to treatment-outcome evaluations, but the results of such evaluations have not always been encouraging. It is commonly found that children and adolescents can learn new behaviors and increase their performance of those behaviors in natural settings (e.g., Matson et al., 1980; Oden & Asher, 1977). However, a few studies with children have attempted to ascertain the extent to which treated children change on a measure of social status or social desirability. Unfortunately, these studies typically have not found posttreatment change on this critical variable (e.g., LaGreca & Santogrossi, 1980; Oden & Asher, 1977). In other words, children frequently appear to be no more likable to other children after they have received training in social skills. This finding has led many writers to speculate about why treated children do not change on this critical variable.

Some have suggested that the disappointing performance of social skills training is due to the selection of irrelevant behavioral targets for training (e.g., Berler, Gross, & Drabman, 1982). Intuitively, this is a very plausible hypothesis. Adult researchers and clinicians typically have selected the behavior to be trained in such programs, and the rationale behind the selection of the behaviors to be targeted is not always clear. In the worst case, behaviors may be targeted as a result of clinicians' assumptions about behaviors children or adolescents need to learn. Such assumptions inevitably will be influenced by the clinicians' personal observations with regard to behaviors that work in the adult social arena. Alternatively, a social skills training program for children may be patterned directly after social skills training programs for adults. Clearly, child and adult social interactions are very different, and behaviors that are successful in adult situations may not be successful in interactions among children.

Recently, a social skills training program by Walker et al. (1988) attempted to target more child-appropriate behaviors for training. This program targets behaviors that have been related empirically to social success in adolescents. Although it initially may appear that this strategy rectifies the problems of earlier programs, it still overlooks an important threat to social validity. While social skills training targets taken from the empirical literature are, of course, related to social status in the groups with which the research was done, questions remain with regard to the generalizability of such findings to other treatment groups. This is not so worrisome when the research sample is very similar in terms of sex, age, etc. to the clinical group. However, such a match between a group of children in need of social skills training and a sample involved in an empirical evaluation of behaviors causally connected to social status would be an incredibly lucky find. The unlikelihood of such an occurrence becomes clearer as we think about the vast array of variables that are likely to influence the behaviors that ensure social success. While Walker et al. (1988) and others have acknowledged that socially successful behaviors are likely to vary across teacher, parent, and peer contexts, we can also reasonably assume that the behaviors responsible for social success change across racial, ethnic, and socioeconomic groups; regions of the country; neighborhoods; and individual schools. The concern that appropriate behaviors vary across cultural groups certainly has been raised before. Many authors have called for increased cultural sensitivity in clinical assessment and treatment (e.g., Huang & Gibbs, 1989; Phinney & Rotheram, 1988), but, surprisingly, this issue has not been discussed frequently in the social skills literature.

Given the aforementioned concerns, there is a risk that the behaviors selected for training in currently available social skills training programs are not related to social status in the social worlds of the children or adolescents they are designed to help. Hence, currently available social skills training programs may not be socially valid.

CLASSIC's Response to the Risk of Social Invalidity

The CLASSIC seeks to provide a program for social skills training that is useful across cultural groups, no matter how specifically culture is defined. The only way this can be accomplished is by offering a social skills training program in which no "appropriate" behaviors are identified. However, social skills training programs need to have target behaviors to train. The CLASSIC reconciles this apparent contradiction by building into the training program a strategy for identifying reasonable behavioral targets for each group of participants. Such a strategy should provide a culturally appropriate set of social status relevant behaviors for each specific group that participates in the CLASSIC.

Although unprecedented in social skills training, the idea of appealing to individuals who live in a situation for information about that situation is not new. Sound rationales for such practices were outlined some time ago by Smith (1967) and Goldfried and D'Zurilla (1969). Psychological researchers from time to time have utilized such strategies, which are sometimes termed "cue generation procedures" (Conger, Wallander, Mariotto, & Ward, 1980), to build definitions for otherwise amorphous psychological constructs. The basic premise behind the use of such procedures always has been that people are natural and constant observers of their environments and hold a rich store of information about their worlds. Tapping such a resource when some phenomenon needs to be understood is not only efficient, but maximally sensitive to subtle differences that may exist across groups. Cue generation procedures have been used successfully in the empirical literature to elucidate a wide variety of social status relevant phenomena including social skill and anxiety in college students (Conger et al., 1980) and social acceptance, rejection, and neglect in a group of first-grade children (Dygdon, Conger, & Keane, 1987).

The CLASSIC provides socially valid social skills training by bringing a cue generation procedure into the action of the program early: in sessions 2 and 3. Thus, after the general orientation of session 1, the first thing in which participants become involved is a joint exploration of their social worlds. As might be done in research, the group leaders invite the participants in these sessions to think about their social judgments: i.e., the children or adolescents they like, dislike, or ignore. Participants never are asked to reveal the names of these accepted, rejected, or neglected peers, but, rather, are asked to identify the behaviors of these peers that lead the participants to like, dislike, or ignore them. What emerges are lists of "cues" or behaviors related to these three dimensions of social status in children's relationships. These behaviors then are used as targets for training (in the case of the cues for social acceptance) or as reminders of behaviors to avoid using (in the case of cues for rejection or neglect). The content of the remaining CLASSIC sessions is simply a structure to help children learn to use the behaviors that they identify as socially appropriate.

At this point, the reader may be entertaining the possibility of disagreement among children about the social appropriateness of particular behaviors. In fact, this is likely to happen in situations in which children of different backgrounds (e.g., racial, ethnic, economic, etc.) are brought together. The CLASSIC directs that these disagreements be welcomed and used to highlight the fact that different situations demand different behaviors and that not all people respond to the same behavior in similar ways.

Some readers may be more concerned about the possibility of disagreement between the participants and the group leaders. In other words, readers who work with groups of children who appear to value antisocial or illegal behavior may be wondering whether, in the CLASSIC's structure, they will find themselves advocating behaviors that they believe are dangerous to the children involved. If the CLASSIC's problem solving structure is used as directed, this cannot happen. While CLASSIC participants plan social responses that are similar to their correlates of liked peers and different from their correlates of disliked and neglected peers, they are directed to identify any other problematic consequences that a response might bring. Thus, while some groups of children may identify, for example, certain street-gang-related behaviors as socially desirable in their particular groups, a check for other problematic consequences would reveal that engaging in such behaviors would be a poor choice. In these situations, the leader's task is to encourage participants to produce a very broad set of socially desirable behaviors that includes less problematic responses as well.

At this point, the reader, who may otherwise be convinced of the utility of cue generation procedures, may be concerned that the CLASSIC solicits these all-important cues from socially dysfunctional children. After all, the participants are involved in social skills training because someone has noticed a problem in their social behavior. Some may ask whether children with social behavior problems make their social judgments based on behaviors that are atypical for the groups from which they come. Although this is a reasonable concern, it is logically addressed by the following arguments: (1) The fact that children have difficulty in social behavior performance does not necessarily mean that they are different from their peers in how they respond to the behavior of others. (2) The CLASSIC insists on a group format in part to ensure some consensual validation of the behavioral targets identified in the cue generation procedure. This minimizes the need for concern that a child with particularly inaccurate judgment with respect to socially relevant behaviors will add inappropriate behavioral targets to CLASSIC training. As the group engages in the cue generation process, opinions of socially relevant behavior that are clearly outside the norms of the group (and the subgroups within it) will become apparent as participants are encouraged to discuss the cues produced. (3) Although the participants may be an imperfect source, they are the only link the group leaders have to the specific social worlds from which participants come. As such, their observations merit careful exploration.

CLASSIC's Philosophy and Structure

The CLASSIC emerges from a learning theory based, or behavioral, orientation to human behavior. The best place to begin explaining this orientation is to begin with the term "social skill." The CLASSIC eschews definitions of social skill that are content specific. In other words, the CLASSIC does not see particular behaviors as necessarily socially skillful or not. For example, the CLASSIC does not tout the importance of, or a priori predict success with, such behaviors as eye contact of prescribed duration or assertive responses that begin with "I," as might be done in some social skills training programs. Rather, the CLASSIC considers a social skill to be any behavior that produces a "social reinforcer." A social reinforcer is, necessarily, a response from another person (i.e., social) that serves to increase the likelihood (i.e., reinforce) of the behavior it follows. Expressed less strictly in the language of learning theory, a social reinforcer may be thought of as a desired or sought-after reaction from another person. Thus, the person equipped with a satisfactory repertoire of social skills is able to produce many social reinforcers in his or her environment and hence have friends, be accepted, and avoid aversive social interactions.

Although this non-content-specific definition of social skill has been offered before (Lewinsohn, 1975) and is perfectly consistent with a behavioral orientation, it has not been expressed explicitly as a guiding definition of other social skills training programs. This is surprising in light of the fact that most other social skills training programs also have a behavioral framework. By working with this very parsimonious definition of social skill, the CLASSIC remains flexible and sensitive to variations in the behaviors that constitute social skills across cultural groups. This definition makes room for the possibility that different behaviors will produce satisfying social reactions in different cultural groups. For example, the fact that in some cultural groups rather sustained eye contact is reinforced, while in others it is seen as inappropriate, or the fact that unrelated physical activity during conversation is seen as acceptable in one group, but disrespectful in others, poses no problems for the CLASSIC. The CLASSIC sets out to help dysfunctional members learn the social skills that are necessary in their groups.

The behavioral orientation of the CLASSIC is apparent not only in the flexible definition of social skill with which it works. The CLASSIC also comes to the task of social skills training with behaviorally based assumptions about how the socially dysfunctional members of a group got to be that way. The CLASSIC assumes that when children or adolescents display difficulties in social interaction, these difficulties have their roots in problematic behaviors that were learned or in necessary behaviors that were not learned. From this it is argued that socially dysfunctional children and adolescents are deficient in social skills because: (1) Other environments (e.g., home) have not taught those behaviors, perhaps because parents or other care givers do not have such skills; (2) They have lived in isolated situations, and such behaviors were not required. (Such children also may not have had the opportunity to experience social reinforcers and to learn how satisfying they can be); (3) They have spent more time than most other children learning other skills at the expense of social skills (as may be seen in children particularly academically, artistically, or athletically accomplished); (4) They are "slow learners" by reason of intellectual or other cognitive impairment and simply need more exposure to these contingencies than most children; or, finally, (5) They have a repertoire of social skills, but not the ones that are reinforced by, or necessary in, one or more groups within which they operate. This last point is a frequently overlooked reason for social behavior problems, but is particularly likely when a child's home environment is of one cultural group and an additional social setting, such as the school, is of another.

Given the conceptualization of the development of social behavior problems offered above, the CLASSIC assumes that difficulties in social interaction can be remedied by helping children learn new behaviors that are appropriate to the situations in which the difficulties have arisen. The CLASSIC offers such help by (1) bringing together for training groups of children who have at least one social situation in common (e.g., school, neighborhood, etc.); (2) having children participate in the cue generation procedure that identifies culturally appropriate behaviors for training; (3) providing training in a simple problem solving strategy that consists of a set of rules to guide children in the selection of behaviors appropriate for a situation; (4) providing modeling of target behaviors by groups leaders; (5) providing opportunities for role play practice of target behaviors by group members; (6) establishing opportunities for feedback on role play performances from group leaders and members; (7) guiding group leaders to reinforce children for participating in group discussions, engaging in role play practice, and ultimately modifying their behavior according to group-determined norms of socially successful behavior.

The activities identified in points 3-7 of the preceding list (i.e., problem solving training, modeling, role play practice, feedback, and reinforcement) reflect the application of well-established behavioral practices to the task of social skills training. The benefits of incorporating the cue generation procedure described in point 2 have already been explained in the preceding discussion of the CLASSIC's answer to threats to social validity. Although part of the reason behind the CLASSIC's insistence on a group format already has been discussed, it deserves some additional discussion. Many other social skills training programs, for children as well as for adults, recommend a group format. The CLASSIC shares its preference for a group format with other such programs. Specifically, the CLASSIC's philosophy on this issue is that, given that the behaviors to be learned are social in nature, it makes sense to build them in a social situation. In a group setting, there are opportunities for each individual to experience social reinforcement for newly learned behaviors from several other children. This should facilitate the generalization of these new behaviors to the natural environment. In addition, as mentioned before, a group format allows a check on the validity of cues produced by children in the cue generation procedure.

There is a logic to the sequencing of the 15 CLASSIC sessions, and the reader who understands the organization of the program should feel more comfortable with it. The first session serves to orient group participants to the program. The concept of social skills training is explained. The reader will note that a very nonpathological definition of social skills training is offered. Such training is described as something from which anyone can benefit because social skills, similar to other skills, improve with practice, and there are always new skills to be learned. This nonpathological orientation is clear throughout all CLASSIC sessions and should facilitate cooperation with CLASSIC activities.

The second and third sessions focus on cue generation activities, in which members identify behaviors responsible for social status judgments in their peer groups. In addition to addressing social validity concerns, this task should help participants feel appropriately in control of CLASSIC activity. Group leaders are instructed to introduce the task of cue generation with an acknowledgement that the group members are truly the experts about behaviors that are necessary in their natural environments. This should enhance participants' cooperation with the program by involving them in the determination of what is important for them to learn. Social skills training then can move from an instruction-oriented situation, in which children are being told what to do, to a situation in which they exert some influence and control in a way that does not compete with the group leaders' responsibility to maintain a safe and productive atmosphere for training. In addition, this feature is seen as making the program sessions more tolerable to the child who has been referred for social skills training and whose behavior may be marked by acting out and attempts to control.

Beginning in session 3 and continuing through session 6, subtle, nonverbal skills (i.e., eye contact, body posture, body position, facial expression, and voice quality) are addressed. These nonverbal behaviors are included and placed early in the sequence of sessions for two very important reasons. First, while it may seem peculiar that the CLASSIC identifies behaviors for practice at this early stage, when many potential target behaviors are available on the cue generation lists, this is done to ensure that the initial sessions are kept simple. It is assumed that before CLASSIC participants can learn new behaviors, they may need to learn, in essence, how to learn. In other words, by initially working on simple, small behaviors, CLASSIC participants have an opportunity to become desensitized to the routine, yet sometimes difficult, elements of CLASSIC training, such as role playing, receiving feedback, and being videotaped. Second, the nonverbal behaviors chosen for practice during these early sessions are subtle and perhaps easy to overlook. Explicitly requesting that group members consider these categories of behavior ensures that relevant nonverbal cues are included in training even if they were not given adequate consideration during the cue generation procedure. Consistent with the CLASSIC's mission of culturally sensitive social skills training, however, the CLASSIC does not prescribe appropriate displays of these nonverbal behaviors. Instead, in these sessions, the CLASSIC invites participants to consider various interpretations of such nonverbal behaviors and to determine the appropriate use of such behaviors in their cultural groups. In addition, the group leaders are instructed to draw children's attention to examples of targeted nonverbal behaviors when they appear in the set of behaviors offered in the cue generation procedure.

Sessions 7–9 involve instruction in a four-step social problem solving strategy. This social problem solving strategy is modeled after several established procedures (e.g., Goldfried & Davison, 1976) and simplified for children's use. Participants learn that when a social situation causes them distress, it is time to *relax, set a goal, make a list,* and *check it out.* Specifically, children are taught a very active and immediate arousal management technique to apply when distressed (i.e., step *relax*). Group members also practice setting attainable goals and identifying desirable, yet practical, outcomes for troubling social situations (i.e., step *set a goal*). Next, children learn to approach the business of correcting problems in social interactions by first brainstorming a large set of responses they could try (i.e., step *make a list*). Finally, participants select a reasonable response from their lists after they have evaluated each potential response for any possible negative consequences (i.e., step *check it out*). In this process of evaluating alternative responses, group leaders actively direct participants' attention to the target behaviors associated with social acceptance, rejection, and neglect produced through the cue generation procedure. The message that group members receive is, "If one of your alternative solutions to a problem situation is a behavior that turned up on the list of characteristics of disliked or neglected peers, or might bring you problematic consequences of some other form, you're better off not using it." Group leaders work with participants until they can generate lists of alternatives so rich that for any situation there will be at least one low-cost solution: that is, one solution that is not on the lists of disliked or neglected peer behaviors, that is potentially on the list of liked peers, and that brings no other troublesome consequences.

Finally, sessions 10–15 involve practice in applying the social problem solving strategy to a variety of social situations that participants are likely to encounter. Arranged by situational themes, participants begin each of these sessions by solving an hypothetical social problem, and then they are invited to share and solve real-life problem situations.

Just as there is a logic to the sequencing of the 15 sessions, individual sessions follow a standard format. This continuity makes the task of coordinating the sessions easier for the group leaders and more predictable/comfortable for the participants. Generally, sessions begin with a *greeting* and a *review* of the previous session's activity. Group members are invited to discuss any attempts they have made to apply CLASSIC material since the last session. This is followed by the group leaders' presentation of *new didactic material and discussion* of the material with group members. Next, in sessions in which this is appropriate, group leaders are involved in *modeling* the behaviors discussed. Following this, group members *role play* targeted behaviors. Sessions conclude with instructions given for *out-of-session practice* and time for a simple *snack/group reward*.

CLASSIC's Goals

Similar to all other social skills training programs, the CLASSIC seeks to restore socially dysfunctional children (i.e., children rejected or neglected by their peers) to positions of social acceptance. As already discussed, the CLASSIC does this, in part, by guiding participants in an exploration of the behaviors they deem socially desirable. This process makes an additional goal attainable for the CLASSIC. Given its format, the CLASSIC is in a position not only to change the behavior of children whose social behaviors are not rewarded by their peer groups, but also to increase the understanding and tolerance of the peer group itself. For this reason, the CLASSIC can be used effectively in intact natural groups, such as classrooms, in which some social stress is present (as might occur in a formerly homogeneous group into which culturally different members have been introduced), thus eliminating the need to identify particular children for treatment.

Organization of this Manual

In addition to offering session-by-session instructions for social skills training, this manual offers additional helpful material. Chapter 2 provides direction in identifying children who stand to benefit from CLASSIC training. That chapter also attempts to offer advice about forming groups for CLASSIC training. Particular attention is given to situations in which children with different social behavior concerns can be mixed in groups and when they should be kept separate, where CLASSIC groups can be run successfully, and who can lead CLASSIC groups. Chapter 3 provides a basic review of learning theory principles and how they are used to teach CLASSIC content and manage participants' in-session behavior. Chapter 4 offers suggestions for the smooth and effective delivery of particular interventions in CLASSIC sessions (e.g., modeling, role playing, problem solving, relaxation training, discussions).

The session-by-session instructions appear in Chapter 5 and are offered in the form of session scripts for the group leaders. Although the scripts are not intended to be read during CLASSIC sessions, they do provide an effective vehicle for session rehearsal. Scripts also are written in language that a group leader might use. It is hoped, therefore, that group leaders never will need to struggle independently with the task of expressing a concept in language that children can understand.

2

Offering CLASSIC Training

For Whom?

No single type of psychological or psychoeducational intervention is appropriate in all situations. Therefore, before proceeding with increasingly detailed description of how best to offer the CLASSIC, let us address the issue of who stands to benefit from CLASSIC training. First of all, as a program for social skills training, the CLASSIC should help socially dysfunctional children and adolescents. The term *socially dysfunctional* actually captures two principal forms of social difficulty. Both the socially rejected and socially neglected child should benefit from CLASSIC experience. These two types of children are distinguished from one another in terms of the reactions they elicit from peers. The rejected child is actively disliked and experiences problematic or hostile interactions with peers. Neglected children are more difficult to spot because typically they are not engaged in interactions that disrupt larger groups such as classrooms. Such children are not frequently in conflict with peers. The neglected child, however, is likely to be in similar psychological pain as he/she is shunned or ignored by peers. These children may be described as loners or as those who have no friends.

Social dysfunction, like any behavioral disturbance, occurs along a continuum of severity. Because the CLASSIC views social behavior as a set of skills that can always be improved or broadened, no degree of social difficulty is inappropriate for CLASSIC training.

As discussed in Chapter 1, the CLASSIC is designed to help children whose social dysfunction is the result of (1) their having lived in environments that did not teach necessary behaviors; (2) their having lived in isolated situations in which social behaviors were not necessary and social reinforcers were not sampled; (3) their having spent more time than most other children learning other academic, artistic, or athletic skills at the expense of social skills; (4) their having cognitive impairments that delayed their acquisition of such skills; or (5) their having repertoires of social skills, but not the ones that are reinforced by, or necessary in, the groups in which they currently need to function. The behavioral development of most socially rejected and socially neglected children will fall into at least one of these categories.

There is one presentation of social dysfunction for which the CLASSIC may be ill suited. Occasionally, a social behavior problem will emerge solely to satisfy some need external to the immediate social situation, for example, the child who initiates social acting-out in the classroom in order to bring about some outcome in the home, such as attention from parents. This child usually can be distinguished from the children previously described by a sudden emergence of social dysfunction in a previously well-functioning child preceded by no change in the social setting. Such a child may be served better by an intervention that involves the parents or others involved in the motivation for the social acting-out.

Beyond the issue of the types of social dysfunction that the CLASSIC can address, it is reasonable to consider the prerequisite skills that the CLASSIC experience may demand. The CLASSIC structure is designed for children of average intelligence. There should be no difficulty if the CLASSIC is offered somewhat outside the range of average intelligence. However, some cognitively impaired children may require more time with the tasks and concepts addressed and may require more than the 15 planned sessions.

Because the CLASSIC offers a structure for social skills training and does not demand predetermined behaviors, CLASSIC content is appropriate across age levels and can be used as a social skills training program for children as well as adolescents. The scripts were development with 10- to 14-year-olds in mind, and the language used in the scripts is probably most approriate for that age group. With subtle modifications in vocabulary, however, the scripts could serve nicely with both older and younger age groups. There are some CLASSIC sessions in which vocabulary changes would not be enough. These are the sessions that require practice with hypothetical social situations. Because typical social encounters vary across ages, in these sessions the CLASSIC offers two hypothetical social situations for practice: one appropriate for elementary-school children and another appropriate for junior-high and high-school children/adolescents.

Social skills training often is offered in outpatient mental health centers, inpatient psychiatric facilities, and elementary and high schools. In such settings, children are identified as having social difficulties in some broader context and are treated in group sessions arranged specifically for the purpose of social skills training. The CLASSIC certainly can be used in all of these situations. In addition to serving the socially dysfunctional children in these typical settings, however, the CLASSIC can address a broader audience. The CLASSIC's approach to social behavior training is that socially appropriate behavior is societally determined and, therefore, variable across groups. Participants are guided to evaluate the social decisions that are made in their groups, and then can be asked to consider the interpretations that members of other groups are likely to make of their behaviors. Given this orientation, the CLASSIC is a beneficial intervention for intact groups, such as classrooms, whose members are experiencing some social stress due to changes in the cultural or socioeconomic composition of the class. In such a context, the CLASSIC can be used in a preventive manner to increase understanding and acceptance before problems born of misunderstanding emerge.

CLASSIC sessions are designed to last approximately 1 hour and 15 minutes. The session-by-session group leader scripts included in this manual are written with this 75-minute length in mind. Sessions of such length are not unusual in outpatient and inpatient mental health settings, but may pose a problem in educational settings in which activities may need to fit into an existing structure of periods of fixed duration. In order to allow the easy adaptation of the CLASSIC to such settings, group leader scripts are marked with activities that can be omitted or reduced if shorter sessions are necessary. However, opportunities to practice new social behaviors are critically important, group leaders are encouraged to utilize the 75-minute structure and to choose the shorter version only when absolutely necessary. The reader will note that the action varies considerably within each 75-minute session. Thus, while sessions of such length may seem long, CLASSIC action rarely becomes tedious, even for young children.

The reader will note that CLASSIC scripts refer to session meetings taking place on a weekly basis. This rhythm is implied simply because it is typical for many mental health settings. It is possible, however, to distribute CLASSIC sessions over different time periods. In making decisions with regard to the frequency of CLASSIC sessions, group leaders must keep two things in mind: The sessions must be separated by enough time to allow for practice of CLASSIC material, and the sessions must occur close enough in time to ensure that participants are able to recall material presented in previous sessions. Thus, the CLASSIC would be of limited utility if sessions were offered, for example, on a daily basis, or one per month, but most likely would perform satisfactorily if a twice-a-week or once-every-other-week structure were necessary.

With Whom?

The manner in which children or adolescents are brought together for CLASSIC training is an issue worthy of considerable attention. The exact composition of a group can influence the efficacy of any intervention offered within it. Suggestions on forming groups of CLASSIC participants are offered below, and these are organized around several themes.

Sex/race/ethnicity/socioeconomic status. Two issues are important to keep in mind as CLASSIC groups are formed. First, because the CLASSIC attempts to help participants build or improve skills for social environments that may be quite diverse, groups formed for CLASSIC training should reflect at least the variety of backgrounds present in the participants' social worlds. The CLASSIC relies on the cue generation procedure to produce socially valid targets for training and to sensitize members to the variety of reactions that a single behavior may elicit. Thus, the group should reflect accurately the larger social world of the children involved.

Second, in attempting to produce the mix of participants that the CLASSIC demands, it is important to avoid groupings in which certain participants stand out as sole bearers of selected demographic characteristics. In other words, it would be a disservice to participants to form a group with, for example, one girl in a group of all boys, one White child in an otherwise Black group, or one child from a poverty-level background in a group of middle-class children. The risk in such arrangements of CLASSIC groups comes from the CLASSIC's use of the cue generation procedure to identify targets. Chapter 1 pointed out that the CLASSIC guards against distorted views of the social reality by relying on some consensual validation in the cue generation procedure. If a child who is unique in the group on some demographic characteristic produces a cue that is not recognized as valid by the other members of the group, the leaders and participants will have no way to judge whether this is an instance of cultural variation or the particular child's social dysfunction.

Size. The optimal size of CLASSIC groups will vary with the skill level, ages, and acting-out tendencies of participants. No fewer than 4 participants is recommended. This lower limit is suggested because occasional absences can render a too-small group boring and ineffective. Conversely, the CLASSIC has been and can be offered to intact classrooms of 20 children. In this case, however, unless sessions are lengthened significantly, not all children will have opportunities for role play practice in each session. For most children, an optimal size will be 6 to 8 members.

Open vs. closed. In some mental health care settings group experiences are offered on an open-group basis. In other words, participants are welcome to join the group at any point. Because the CLASSIC follows a fixed sequence and each session builds on previous ones, the CLASSIC cannot be offered in an open-group fashion.

By Whom?

CLASSIC sessions are very active meetings. In each session group leaders attend to content and carefully monitor, shape, and reinforce the behavior of many individuals. For these reasons, it is strongly suggested that two co-leaders be involved in each session and that the same co-leaders guide each of a group's 15 meetings. It is possible for one co-leader to take responsibility for presenting content and general direction as guided by the script while the other co-leader monitors participants' behaviors. However, it is recommended that both tasks be shared and that the co-leaders plan, before each session, to alternate the presentation of content and the monitoring of participants' behaviors.

The leaders' material is clearly laid out in CLASSIC scripts. However, it is recommended that only persons experienced in principles of behavior and familiar with children and adolescents actually lead CLASSIC groups. Thus, CLASSIC leaders can be behaviorally trained psychologists, psychiatrists, social workers, elementary- and secondary-school teachers, and paraprofessionals under supervision.

3

Review of Learning Theory Principles and Their Application to CLASSIC Sessions

The CLASSIC can be implemented successfully in a variety of settings regardless of the psychotherapeutic orientation of that setting. It is a quasi-educational program that seeks to involve participants in an evaluation of their current social behavior and in the practice of new, setting-appropriate, social behaviors. It is imperative, however, that group leaders have some knowledge of basic learning theory principles for CLASSIC sessions to run smoothly. An outline of those principles follows, as well as examples of how such principles are to be used in the CLASSIC. The interested reader is referred to more comprehensive learning theory texts, such as *Science and Human Behavior* by B. F. Skinner, for a complete discussion of learning theory principles.

Consequences

Central to learning theory and to the running of CLASSIC sessions is the idea that individuals learn to behave the way they do, and sometimes to change their behavior, because of the consequences of their behaviors. Learning theorists argue that when a particular behavior is met with a desirable consequence, or reinforced, it is likely to be repeated. This is obvious in day-to-day life: Whenever we thank someone for doing us a favor, for example, we are invoking this principle.

Programs, such as the CLASSIC, that seek to help individuals learn to engage in new behaviors in appropriate settings capitalize on this principle. In CLASSIC sessions, group leaders have considerable control over the consequences that members' behaviors earn. By ensuring that group members receive positive consequences for appropriate behaviors, group leaders help participants: (1) learn CLASSIC *content* and (2) *manage* any unnecessarily disruptive behavior that keeps a session from progressing smoothly. Thus, group leaders must

1. meet all accurate responses to questions they pose with positive consequences (some examples of verbal praise appropriate for this situation might be, "that's a good idea," "good job," and "that's a very good example");
2. meet all accurate/appropriate performances in a role play with a positive consequence;
3. occasionally, and especially for members who have difficulty attending to the session or who tend to be disruptive, reinforce members' attention to the group leaders' presentations and other members' responses or role plays;
4. reinforce all sincere efforts to respond to questions or participate in role plays, even where the quality of a member's response does not allow the leader to praise honestly their accuracy (e.g., "that was a good try," "I'm glad you did a role play," "I like it when you participate in the group like that").

Group leaders must keep in mind that what is described here as a positive consequence must be viewed as positive by the child to whom it is applied in order for it to be effective. For example, although many children will see verbal praise from a leader as positive and something that they like, some children will not. Group leaders must remain alert to what response from them is reinforcing for a particular child. Delivering elaborate verbal praise to a child who views it as embarrassing, or in a particular context in which it is likely to be embarrassing, will not be reinforcing and will not function to increase the frequency of the desired behavior it followed. Furthermore, group leaders must remain true to the CLASSIC's mission of cultural sensitivity as they attempt to build a repertoire of reinforcers to use with any particular group. Group leaders are encouraged to have a wide variety of potentially reinforcing verbal statements, facial expressions, and physical touches (e.g., pats on the back, etc.) at their disposal. Just as the early sessions of the CLASSIC involve the group members in the identification of socially relevant behaviors, during the early sessions group leaders must be involved in determining the consequences that will serve as reinforcers for the particular children involved in any given group. This can be done most easily if, during the early sessions, group leaders respond to each child's desirable behaviors with a variety reactions (e.g., sometimes a verbal "good idea," sometimes a smile, other times a pat on the back) and monitor closely the child's response to these leader reactions. Consequences that facilitate a child's continuing appropriate behavior, or elicit a smile or other signs of pleasure from the child, are likely to serve as reinforcers and should be delivered frequently by the group leaders, while consequences that do not have the desired impact should be discontinued.

Feedback

Although the connection between behavior and a positive consequence allows individuals to learn new behaviors, learning will be delayed when the connection between behavior and consequences is not clear. Therefore, group leaders can facilitate greatly group members' learning by accompanying their administrations of positive consequences with feedback that explicitly identifies the behavior that earned the reinforcement. In the case of content-related reinforcement, leaders' statements such as "That's an excellent example of the eye contact the group as been discussing," "I liked your body position in that role play—the way you faced your partner," etc., are very helpful. In the case of mangement-related praise, leaders' statements such as "I like the way you listened so closely to that explanation," "You did a very good job of waiting for your turn to do that role play," "Thank you for volunteering to answer," etc., would be useful.

Modeling

Obviously, feedback and positive consequences can only be delivered by a group leader when a member engages in a behavior appropriate for the situation. Some group members will not be able to engage in a behavior when it is called for and will need to be shown what to do. For this reason, group leader modeling is built into CLASSIC sessions. Before members are asked to participate in role plays, group leaders complete role plays in which they demonstrate the appropriate use of the behavior targeted for that session. (Group leaders also are called upon, at times, to perform examples of target behaviors used inappropriately. This is done to help members discriminate among different levels of a behavior and facilitates discussion, but should not constitute the bulk of leaders' role play activities.)

Shaping

Frequently, group members will be unable to perform a new behavior perfectly on their first or first several tries. In order to be most helpful to the members, group leaders should not let these approximations go without reinforcement. Rather, the leaders should (1) seek to identify those elements of a member's behavior that are close to the goal; (2) provide this feedback to the group member; (3) praise or otherwise reinforce the group member; and (4) provide additional feedback about how the group member can get even closer to the goal the next time, in an attempt to gradually shape the individual's behavior toward the goal. In the case of content-related shaping, leaders' statements like the following would be helpful to most group members: "I liked the way you tried to make eye contact with your role play partner. That was good. But maybe you used a little too much eye contact. He may have thought you were trying to stare him down. Next time, try to take some short breaks from looking at him." Leaders can be maximally effective when, in a member's subsequent role play, they provide careful feedback and deserved praise linked to the members' attempts to meet the leaders' suggestion for changes. In the case of management-related shaping, leaders' statements like the following would be good for the child who rarely attends to an entire role play: "I like the way you sat quietly through most of that role play. That was really good. When you started to hum toward the end, though, it got hard for us to hear. How about trying not to do that next time." Also, in the case of management-related shaping, a statement like the following would be helpful for the child who is reluctant to participate in role plays: "I'm glad you volunteered to do that role play, and you made a very good start. Next time, try to see if you can get through another line of the script, too."

In the Case of Inappropriate Behaviors

As discussed, pointing out content-related behaviors that need to be mastered and reinforcing the member when he/she performs them should be effective. Group leaders must monitor their own behavior, however, to ensure that they do not inadvertently reinforce the inappropriate performance of content-related behaviors (e.g., when attempting to reinforce a member's willingness to participate, even though the quality of that participation was poor). Doing so, in essence, sends a confusing message to the group member and delays mastery of the material. In such cases, leaders should label clearly the behavior they liked and then point out the components that still require improvement.

With respect to management-related issues, in general, the converse of the principles outlined above is effective in helping group members learn to decrease their involvement in inappropriate behaviors. If group leaders ignore (i.e., do not reinforce) disruptive or inattentive behaviors from group members and make sure to reinforce cooperative and attentive behaviors, group members should quickly learn appropriate in-session behavior and create an orderly atmosphere for CLASSIC sessions. It is likely that in some cases, group members may engage in disruptive behaviors to secure valued attention from the group leaders. Should this occur, group leaders can reduce disruptive behavior, not by attacking the behavior directly, but by being sure to deliver their attention to these children when they are attentive and/or compliant. With some children, examples of attentive or compliant behavior may be hard to find, and leaders must be particularly vigilant in order to respond to these behaviors. Leaders might be maximally successful in this regard if they were to look carefully for examples of attentive or compliant (or sometimes simply quiet) behavior very early in a session's activity before acting-out becomes extreme and perhaps reinforced by attention from group members.

The possibility remains, however, that on occasion a group member will be so disruptive that it will be impossible for the session to proceed, or a group member may signficantly distress or embarrass another member. To handle these situations if they arise, group leaders are instructed in the first session to involve members in identifying a few rules of order that will be enforced throughout all sessions. Although the leaders' script solicits such rules from group members, leaders also are considered to be legitimate rule makers. At least three simple rules should be established: no physical abuse, no teasing, and no talking when it would interrupt someone else. Group leaders may add rules if they or their members feel additional rules are required by their particular circumstances. If the rules are to be seen as meaningful to the group members, violations must be punished. Each time a member breaks a rule, he/she should be required to take a "time-out;" that is, leave the action of the session for 5 minutes. When a member has three violations within a session, he/she must leave for the remainder of the session.

In order for these time-outs to serve effectively as punishments, the session must be an attractive, pleasant place to be. Similarly, the place the member spends his 5 time-out minutes must be less attractive and pleasant to him/her than the session. Group leaders can ensure that the session is a pleasant place to be by being thoroughly prepared for each session so that: it moves smoothly and without unnecessary delays; they can devote much of their in-session attention to giving reinforcement and feedback; they can keep all members involved; and the leaders can appear to be having (and maybe genuinely are having) a good time. To ensure further that group members will see the session as a pleasant place to be, it is recommended that the final 15 minutes of the group session be spent in a "snack/group reward period," the menu for which the members can (within necessary limits) plan. While a "snack time" can be very attractive to children, some settings, or varying dietary restrictions or practices of group members, may make this difficult. In such cases, "snack time" can be replaced with "song time," "dance time," or any other group activity that is desired by the children and somewhat social in nature. While unstructured and unscripted, the snack/group reward period, of course, serves as another opportunity for social contact and social practice. Group leaders should remain alert during these snack/group reward periods to the behaviors in which their members are engaging and reinforce appropriate behaviors.

4

Helpful Strategies for Leading CLASSIC Sessions

This chapter provides a brief overview of the 15 CLASSIC sessions and offers group leaders specific information on handling some common session components. Prospective group leaders are encouraged to read this material in its entirety early in their general preparation to lead CLASSIC sessions. Then, before each session that involves one of the components reviewed here, group leaders are encouraged to review the material on that component. The scripts for each CLASSIC session direct leaders to the subsection of this chapter relevant to that session.

4.1 OUTLINE OF SESSIONS

Session 1 - *Introduction.* Rationale for social skills training; discussion of what constitutes a social situation and when this information will be useful; presentation of rules for group meetings.

Session 2 - *Social Status Cue generation, Part I.* Initiation of cue generation procedure in which group members identify behaviors that lead to social judgments of acceptance, rejection, and neglect in their peer groups.

Session 3 - *Social Status Cue generation, Part II and Nonverbal Communication, Part I.* Completion of the lists of behaviors relevant to social status judgments of acceptance, rejection, and neglect;

presentation of the importance of nonverbal skills; presentation of the five nonverbal skills to be covered in group sessions; discussion and role play practice of one nonverbal skill (eye contact).

Session 4 - *Nonverbal Communication, Part II.* Review of nonverbal skill covered in session 3; discussion and role play practice of two new nonverbal skills (body posture and body position).

Session 5 - *Nonverbal Communication, Part III.* Review of nonverbal skills covered in sessions 3 and 4; discussion and role play practice of one new nonverbal skill (facial expression).

Session 6 - *Nonverbal Communication, Part IV.* Review of nonverbal skills covered in sessions 3, 4, and 5; discussion and role play practice of one new nonverbal skill (voice quality).

Session 7 - *Social Problem Solving Model, Part I.* Presentation of the importance of having a system for handling how one will behave in difficult social situations; presentation of all four steps in the model; directed discussion of how to employ the first step: 1. RELAX (i.e., take time to think about the situation).

Session 8 - *Social Problem Solving Model, Part II.* Review of social problem solving step covered in session 7; presentation and practice application of the second and third steps: 2. SET A GOAL (i.e., identify personal goals for the situation); and 3. MAKE A LIST (i.e., identify all possible responses one might make in order to attempt to achieve identified goals).

Session 9 - *Social Problem Solving Model, Part III.* Review of social problem solving steps covered in sessions 7 and 8; presentation and practice application of the fourth step: 4. CHECK IT OUT (i.e., evaluate all the responses generated in step 3).

Session 10 - *Important Social Situations, Part I: "Getting Acquainted or Just Passing Time."* Directed discussion and role play practice using the skills learned in sessions 1-9 in situations that involve initiating or sustaining an interaction with a new or known person.

Session 11 - *Important Social Situations, Part II: "Expressing Positive Feelings."* Directed discussion and role play practice using the skills learned in sessions 1-9 in situations that involve complimenting or expressing other positive feelings to another person.

Session 12 - *Important Social Situations, Part III: "Handling Your Anger."* Directed discussion and role play practice using the skills learned in sessions 1-9 in situations that in the past have led group participants to respond in physically or verbally aggressive ways.

Session 13 - *Important Social Situations, Part IV: "Asking Favors."* Directed discussion and role play practice using the skills learned in sessions 1-9 in situations that involve making requests of others.

Session 14 - *Important Social Situations, Part V: "Saying No."* Directed discussion and role play practice in the use of the skills learned in sessions 1-9 in situations that involve turning down requests from others or expressing dissatisfaction with the behavior of another person.

Session 15 - *Important Social Situations, Part VI: "Saying Good-bye."* Directed discussion and role play practice of the use of the skills learned in sessions 1-9 in situations that involve leaving another person for a brief or extended period of time. Because this session is the last of the 15 CLASSIC sessions, group termination is used as a situation in which saying good-bye can be facilitated by using the skills learned in sessions 1-9.

4.2 INSTRUCTIONS FOR SUCCESSFUL DISCUSSION OF NEW MATERIAL

All CLASSIC sessions involve some discussion with group participants. In fact, the session in which the cue generation procedure is initiated involves discussion solely. In all sessions, the collection of group members' opinions is critical. It is, therefore, important that group leaders be ready to facilitate enjoyable discussion periods in which participants can feel free to share honest opinions.

Because CLASSIC participants are likely to be children who have difficulty speaking in groups, the first task that group leaders will face is getting participants to talk. Reinforcement and, if necessary, modeling and shaping, are key.

If, during early opportunities for discussion, group leaders reinforce richly any comments produced by members who are willing to speak, discussions should proceed smoothly throughout

CLASSIC sessions. If it is apparent that the attention of the group leaders is contingent upon speech, the more reticent members of the group should be motivated to participate. If they are not, group leaders can ask silent group members for their opinions on topics under discussion. If this strategy is necessary, group leaders should begin with demands that are mild. In other words, the first direct request made of a silent child to speak should be one that the leaders believe the child can satisfy easily and briefly. In this situation, no matter how timidly the child complies, reinforcement from the group leaders should come quickly, sincerely, and clearly. As a silent child begins to participate more, group leaders may want to shape this behavior into more elaborate contributions by requiring increasingly complex responses before they deliver reinforcement.

4.3 INSTRUCTIONS FOR SUCCESSFUL CUE GENERATION

The cue generation procedure allows group leaders to learn about the participants' social worlds. This activity must be approached with an attitude of openness and respect by the group leaders. If participants do not produce cues for liked, disliked, and neglected peers, the group leaders learn nothing about the participants' natural groups, and participants have no behavioral standards for the activities to come. Therefore, group leaders must not evaluate, criticize, or disagree with children's responses to the cue questions that the leaders pose. Under most circumstances, this will not be a problem. However, it is possible in some groups that leaders will hear participants endorse a behavior that the leaders cannot condone: for example, a participant saying "I like the kids who are in street gangs" will pose a problem for group leaders. Should this or something like it occur, group leaders must be careful not to respond in a way that suppresses a child's production of cues. In other words, it is important not to respond with statements such as, "Oh, you really don't like that" or "But those kids can get into lots of trouble." Instead, a better response would be, "That's interesting, but can you tell me something more about that? What is it about the gang kids that is so likeable?" This is likely to produce responses such as, "They're powerful," "They don't let others push them around," or even some outcome-based responses such as, "They get respect." These more specific cues are the ones that should be written on the cue generation list. Once on the list of liked peers, these specific cues should facilitate later attempts to plan socially desirable behaviors that are successful in helping children to feel powerful and in control or to earn respect.

Group leaders must be prepared for the possibility that children will disagree about the placement of a cue on the "liked," "disliked," or "ignored" list. The principal task for the leaders in such situations is to determine whether the disagreement is the result of faulty social judgment or cultural difference. If groups are arranged as suggested in Chapter 2, making the distinction between faulty judgment and cultural difference should not be difficult. When a child raises an objection to a cue suggested for any list, ask if others share that opinion. (Leaders might do this simply by saying, "Who else thinks so?") The more children agree, the more likely it is that the issue being discussed is one of cultural variation and not a problem in social judgment. Be especially alert to the reactions of children who share some cultural characteristic (e.g., also female, also Latino, also upper SES, etc.) with the child who is raising the objection, or who offered the challenged cue. Should there be agreement among children who share some demographic characteristic, acknowledge that by saying something like, "Well, I guess this is important to girls, but not to boys, and that's OK. Sometimes there are differences in what people think about some behaviors." Be sure to note the difference in group response to this behavior when you record it on the cue lists. Should no one respond when leaders ask "Who else thinks so?" after an objection has been raised, or should all members object to a cue suggested by one child, the leaders should let the cue lists reflect the majority opinion. Be careful that the child who raised the objection, or offered the challenged cue, is not embarassed or scolded for contributing to the discussion. This situation can be handled by group leaders saying something like, "Thanks for telling us what you think, but let's let the lists show the whole group's opinion." As discussed in Chapter 2, group leaders must remember that this strategy for understanding disagreements *will not work* if groups contain children unique on any cultural/demographic characteristic.

4.4 INSTRUCTIONS FOR SUCCESSFUL MODELING

As discussed in Chapter 3, children with social behavior problems sometimes will need demonstrations of target behaviors before they can begin to display that behavior. For that reason, most CLASSIC sessions call upon the group leaders to do some "modeling." In general, the modeling activities provide the participants with samples of a target behavior that matches their verbal description of a behavior that is socially successful in their natural environments. A few special words need to be said, however, about the modeling tasks in sessions 3-6, which target nonverbal behaviors. In these sessions, group leaders are instructed to do three role plays when they are called upon to model. The first two of these cannot technically be called modeling because group leaders are instructed to demonstrate extreme applications of the behavior under study. It is assumed that such extreme use of the behaviors will not be appropriate in the natural environments of the participants. These extreme displays of nonverbal skills are presented, however, in order to facilitate group members' description of the level and quantity of the behaviors that are appropriate in their natural social settings. In other words, once presented with an extreme example of the nonverbal skill, group members have a stimulus to use as a reference point in describing the nonverbal skills that well-accepted members of their natural groups use.

The third time leaders role play in the sessions that target nonverbal skills can more accurately be called modeling. Now group leaders attempt to use the nonverbal skill in a way that follows the members' feedback to the leaders' extreme role plays.

In all three phases of any nonverbal modeling activity, group leaders are instructed to use the very simple role play scripts provided in the CLASSIC sessions. The dialogue in these scripts is kept simple so that (1) members can focus on the *nonverbal* skill that is being presented; and (2) members can learn the dialogue quickly, eliminating worry about the verbal text of their following role plays. It is, therefore, important that group leaders keep the verbal text constant and simple as they complete the modeling activity.

Group leaders also are called upon to engage in a modeling activity in sessions in which group members solve a problem in a social situation. In these cases, group leaders complete only one modeling phase, and their behavior is directed by the group members' discussion of the best way to handle the targeted situation.

Because all modeling activities are used to facilitate particular kinds of discussion or provide samples of behavior described as appropriate by the group members, it is critical that modeling activities be completed by both group leaders and never by a group leader and a group participant. Involving group members in the modeling activities can pose two kinds of problems: (1) the group member may not understand the particular modeling task and demonstrate an inappropriate behavior; or (2) the group member selected for modeling may be seen as "special" by the remaining group members, and the atmosphere of the group thus may be disturbed.

4.5 INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING

When role play activities are called for, one of the first questions likely to emerge for group leaders concerns the selection and partnering of children for role play practice. Three points are important to keep in mind. First, participants should be free to volunteer to do role plays and, thus, maintain some control over when and with whom they engage in role play practice. Second, it is important that all group participants have many opportunities to practice new social skills across CLASSIC sessions. Third, it is desirable that participants practice social skills with as many different group members as possible to facilitate the generalization of new skills. For these reasons, in early sessions, group leaders should solicit volunteers for role plays from the members. This strategy may continue throughout the running of CLASSIC sessions. If, however, certain children do not volunteer or role play pairs become constant, group leaders must intervene. It may be necessary for a group leader to request explicitly a role play from a child who does not volunteer or choose a new partner for a child in a fixed role play pair. In these cases, it is important for the group leaders to remember that they are demanding very new and perhaps difficult behaviors from these children and that rich reinforcement for engaging in the activity will be necessary.

In all cases, it is important that group leaders deliver reinforcement for volunteering to do role plays and for completing them. The frequency and intensity of this reinforcement should be reduced a bit as these behaviors become established.

In addition to serving as opportunities for practice, role plays are opportunities for shaping rudimentary forms of targeted behaviors into more accurate displays. For this reason, feedback is an important part of role play activities. Once a pair has completed a role play and group leaders have acknowledged the pair's willingness and completion of the role play, group leaders *must* invite the observing participants to comment on the role play and, if necessary, make suggestions for improvements. If the group members do not offer all the culturally appropriate feedback at this time, it is the group leaders' responsibility to deliver such feedback. When corrective feedback is offered from the participants or leaders, it is important that the role play pair be given an opportunity to complete a second role play and attempt to incorporate the feedback. After the second role play, feedback again is solicited and offered. Leaders are cautioned to ensure that any role play feedback end on a positive note in order to increase the chance that a child will be eager to participate in a role play at the next opportunity.

When doing role plays in the sessions that target nonverbal behaviors, one problematic situation may occur. On occasion, a child may ask whether he or she may role play the "extreme" behavior used by the group leaders in some of their modeling activity. *This should never be allowed.* When these requests occur, they usually are based in an expectation that the "extreme" role play is more fun. As discussed earlier, group leaders engage in these "extreme" displays to facilitate discussion among the group members and to help them learn how to deliver feedback. Group members engage in role plays for a very different reason, namely, to practice appropriate behaviors. Should this request be made, simply respond with something like "Use what you think is the best (nonverbal behavior) for the situation. You'll see, it will be a lot of fun."

When the short version of the CLASSIC must be used, a special word of caution about role plays is necessary. In a short session, it is likely that not all members will participate in role plays. Under these conditions, group leaders should note which members participated in role plays in a given session. Then, begin the next session's role plays with members who did not have a turn on the preceding occasion. This will ensure that practice opportunities are well distributed across the members. Group leaders will need to manage this situation directly. This can be done by soliciting role play volunteers with something like, "Time for role plays. Who will volunteer? Let's see, who didn't have a chance to do a role play last time?"

4.6 INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING

The idea of bringing problem solving skills to social skills training for children is not new. The problem solving system offered in the CLASSIC is similar in format to others that have been suggested for children and adults (e.g., Dowrick, 1986; Goldfried & Davison, 1976; Spivak & Shure, 1982). The CLASSIC's social problem solving model involves only four clearly named steps. The basic structure of the model is kept simple to ensure its applicability across a wide range of ages and cognitive ability levels.

4.6.1 *Instructions for Step 1. RELAX*

The problem solving model begins with step 1. RELAX. This step is helpful because children who are angry or upset in a social situation may be in a poor position to plan a solution to the problem they face. Thus, the group leaders' first task in presenting the problem solving model is to engage in some brief relaxation training with the participants. The strategy that the CLASSIC uses for relaxation training follows the instructions for breathing relaxation exercises suggested as appropriate for children by Cautela and Groden (1978).

Because relaxation training is likely to be a novel activity for CLASSIC participants, some children may be frightened by it and some may laugh. Should either of these occur, CLASSIC leaders are encouraged to remind children that this is a procedure that *they* can use to allow themselves to relax *when they want to.* It is important to emphasize to the members that they are the ones who allow themselves to relax and that nothing is being done to or for them. Also, having members keep their eyes closed will facilitate relaxation and minimize the public aspect of activity, thus reducing any embarrassment.

When relaxation training is introduced in session 7, the practice activity will take approximately 10 minutes. This includes the leaders' verbal guidance in the identification of tense body parts and instruction in the breathing activity itself. Relaxation continues to be practiced in subsequent sessions. Because children have learned the rudiments of the activity, however, these need not last as long and probably will take 5 minutes to complete.

When working with a breathing relaxation strategy, group leaders must be careful to see that children do not hold their breath or breathe too rapidly. Therefore, during all relaxation practice sessions, group leaders should watch the members as they go through the exercise, and should a child appear to be holding his/her breath or breathing too rapidly, say to the group (as appropriate), "Don't hold your breath, just let it flow out easily" or "Don't speed up your breathing; this works best if you breathe normally."

4.6.2 *Instructions for Step 2. SET A GOAL*

SET A GOAL is a very simple, direct step. Instruction in this step can become difficult, ironically, where group leaders say too much about it. SET A GOAL is a direction for children to identify the outcome they *want* to see in a difficult social situation. *The only times* group leaders need to redirect children's goal statements are on occasions on which children identify goals for someone else's behavior or goals that are far in the future. When leaders are discussing hypothetical situations in a CLASSIC group, they may hear many different goal statements from CLASSIC participants. In such a case, group leaders should formulate a goal statement that reflects the majority opinion, as long as that goal is stated as a goal for the targeted character in the situation and is not set far in the future. Collecting a variety of similar goal statements from the participants and then attempting to evalutate them and choose the best one is inappropriate and confusing.

4.6.3 *Instructions for Step 3.* MAKE A LIST

In MAKE A LIST, children are requested to brainstorm solutions to the problem at hand. Although this step puts few limits on children's behavior, children with social behavior problems probably will have difficulty with this step. Group leaders must keep in mind that the purpose of this step is to have children generate a multitude of solutions to a social problem. No evaluation should take place at this step, and leaders should be cautious not to suggest any disapproval or evaluation in their reactions to solutions that children generate. In fact, the problem solving activity is optimally effective when some problematic solutions have been generated so that they can be evaluated in the next step, CHECK IT OUT.

If group participants are unable to generate solutions, group leaders must model the behavior. If this is necessary, group leaders should remember that they are modeling *brainstorming* and not the creation of a perfect set of solutions. Therefore, embedded in the solutions that leaders generate should be some problematic or silly solutions to be abandoned in the evaluation step.

4.6.4 *Instructions for Step 4.* CHECK IT OUT

In CHECK IT OUT group members evaluate each solution generated in the previous step for costs or troublesome consequences that it may bring. Group leaders guide this step by asking participants to consider each proposed solution individually. For each solution, leaders ask participants whether any behavior similar to the proposed solution appears on the lists of characteristics of disliked or neglected children. If a similar behavior is found on the lists, the proposed solution is discarded. After this discussion, group leaders ask whether the solution may produce any other problematic consequences such as getting hurt, or trouble with parents, teachers, law, etc. If it does, the solution is discarded. This strategy should result in at least one workable solution for each problem. If multiple solutions survive the CHECK IT OUT stage, group leaders should direct participants to the list of behaviors characteristic of liked children and ask them to select a solution that is most similar to behaviors described on that list. If that procedure is not helpful in reducing the set of workable solutions, group members should be invited to select one, perhaps the easiest, solution to practice. If no solutions survive CHECK IT OUT, MAKE A LIST begins again and CHECK IT OUT is repeated.

4.7 EQUIPMENT NEEDS

The minimum equipment needed to employ the CLASSIC consists simply of poster-size sheets of paper and marking pens to be used in the cue generation phase and in the sessions that involve practice with, or application of, the social problem solving model. Beyond this, however, the CLASSIC experience can be enhanced greatly by the utilization of a videotape camera, recorder, and monitor in taping and viewing the group members in the role play interactions that are a part of sessions 3-6 and 10-14. Although group members will benefit from their participation in role plays and the resulting feedback without videotaping, participants will gain even more if they are given opportunities to observe their behavior as others see it.

5

CLASSIC Sessions 1-15: Leaders' Scripts

Detailed scripts that contain all of the information that group leaders need to communicate to CLASSIC participants follow. The text of each script reflects precisely what a group leader might say to the participants in that session. Notes from the author to the group leaders that are not intended to be part of the leaders' verbal presentation are presented in uppercase type. Although group leaders should not read from these scripts during CLASSIC sessions, they should become thoroughly familiar with the script before each session. Group co-leaders also should decide before each group session what specific material each of them will present.

All sessions, and thus all session scripts, are organized around a structure of *greeting, review, new didactic and discussion, modeling, role play and feedback, out-of-session practice instruction, snack/group reward*. This sequence is invariant, but not all sections are necessary in all sessions.

Each script begins with a suggestion that group leaders review some part of Chapter 4 before conducting the session. Comments at the beginning of each session script also contain information on equipment that will be necessary during that session.

All sessions are intended to be 1 hour and 15 minutes long. However, sections that can be eliminated should 45-minute sessions be necessary are noted in the scripts. When scripts do not identify sections to be omitted for shorter sessions, the duration of each section should be reduced proportionately.

Session 1

INTRODUCTION

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION, CHAPTER 4.2.

TODAY'S EQUIPMENT NEEDS: BLANK POSTER-SIZE SHEETS OF PAPER AND MARKING PENS

Greeting

Leader: Hi, everyone. It's nice to see you here. I suppose you are all wondering what this is all about. Well, we have a lot to say about that, but the first thing we'd like to do today is find out who everybody is. I think if we go around in a circle and say our names, we'll be off to a good start. I'll go first. My name is (YOUR NAME).

Group: (GROUP MEMBERS AND CO-LEADER SAY THEIR NAMES IN TURN.)

Leader: (NOTE TO LEADERS: NAME TAGS MAY BE MADE AND DISTRIBUTED AT THIS POINT. GROUP LEADERS ARE CAUTIONED AGAINST MAKING NAME TAGS AHEAD OF TIME FOR DISTRIBUTION AT THIS POINT DUE TO THE CHANCE THAT A CHILD MAY PREFER TO BE ADDRESSED BY A NICKNAME THAT MAY NOT BE GIVEN IN FORMAL REGISTRATION FOR THE GROUP.)

The next thing we'd like to do today is to talk about why we're all here and what kinds of things we'll be doing here. This meeting is the first of 15 *social skills* group sessions. Now, I'm sure that some of you know exactly why you're here and what kinds of things we'll be doing here. Others probably know only that you're here because someone (therapist/parent/teacher) decided you should be here. Does anybody have any ideas they'd like to share about what we'll be doing here? Would anyone like to say why they think they were asked to come? Would anyone like to tell us why they wanted to come?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: I'd like to take some time to talk about what will go on in these sessions and the kinds of benefits *each one* of us can expect to get out of these sessions.

As I've already mentioned, this is the social skills group. Now "social" means "with people," and "skills" are "things you do, or say, or the way you act." So, in a social skills group you would expect to work on the things you do, or say, or the way you act when you're with other people. Does anybody have any questions about that?

Group: (OPPORTUNITY TO DISCUSS WHAT CONSTITUTES A SOCIAL SITUATION AND WHEN THIS INFORMATION WILL BE USEFUL)

Leader: Obviously, (CO-LEADER'S NAME) and I think all of this is pretty important because we've planned a 15-session group about it. There are several reasons why we think social skills are important. Before we give our reasons, can anybody here think of why social skills might be important?

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, there are several reasons why we think social skills are important:

1. Many of us feel nervous, or otherwise uncomfortable, in some or all situations in which we have to deal with another person. Participating in a group like this gives you a chance to plan and practice your social skills, or how you would act with another person. Social skills are really a lot like any other type of skill like riding a bike, or dancing, or playing basketball; the more you practice, the better you get. So, if you participate in these sessions, you can expect your social skills to get better.
2. Each one of us sometimes ends up having to do without some kind of *help* or some kind of *thing* that we want or need because we don't know how to ask

for it. Some of us develop ways of asking for what we need or want that backfire. That is, they end up getting us in more trouble and sometimes don't even get us what we want. In these sessions, we'll be able to think up and practice ways of asking for things we want or need in a way that does not make anyone angry or get us into trouble.

3. For many people, standing up for their rights, or protecting their feelings, is hard to do. For some of us, that means we go around with our feelings hurt a lot of the time, or we defend ourselves in a way that just gets us into more trouble. Again, practicing how to handle these situations will help them go better in real life.
4. For a lot of people, making and keeping friends is difficult or even impossible to do. Most of us want to be able to make and keep at least a few friends. In this group we will pay attention to the way others see us so that we can make ourselves better friends.
5. Probably the most important reason why we think social skills are important is that social situations are always all around us. The better our social situations go, the better our day-to-day lives go. Can anyone think of any social situations that you find yourself in that don't go as well as you'd like? Either because you end up getting yourself in trouble or because you feel nervous or uncomfortable? Can anyone think of any examples of social situations? Whether or not you find them to be troublesome? Just any situations that involve another person?

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, social situations include things like wanting to start a conversation with someone who lives on your street; asking your mother for money for something; meeting someone you don't know; explaining to your teacher why you don't have your homework done; borrowing something from a friend; (for adolescents add—even asking someone out for a date). In all these situations, we get better with practice, and those are exactly the types of things we'll be practicing here. You may be wondering how we plan to do all this. Well, actually, the outline we plan to follow is really pretty simple. Each session, remember there will be 15 of them, will start with all of us just talking about some social skill that we all agree is important. Then, two at a time we'll practice the social behavior that we've talked about in that session. You might wonder, "How can you practice a social skill?" Well, we're going to do that by using a thing called "role playing." Role playing is a lot like acting. You imagine that you're in a certain type of situation and then you act, with your role play partner, the way you'd like to see yourself behave in a situation like that in real life.

So that everyone has a chance to see what they look like when they're role playing, the group leaders will videotape each role play. Some of you may have done something like this in school or at home, so you already know what videotaping is all about, but for those of you who don't know, when you make a videotape, you can play it back on a TV. So, in addition to practicing social skills, everyone will get a chance to see what they look like on TV.

Now because a lot of us will be coming to each meeting, it seems we'll need some rules so that the meetings will go smoothly, and everything that we need to get done will get done. Does anyone have any ideas for rules we should have—you know, things we shouldn't allow—to make sure that our meetings are pleasant for everybody?

Group: (OPPORTUNITY TO SUGGEST RULES)

(NOTE TO LEADERS: AS MEMBERS OF THE GROUP, YOU TOO CAN SUGGEST RULES FOR SESSIONS. IF MEMBERS DO NOT SUGGEST THE FOLLOWING RULES, THEN YOU MUST SUGGEST THEM. THESE RULES ARE ESSENTIAL FOR GROUP SESSIONS TO PROCEED SMOOTHLY: (1) NO MAKING FUN OF OR TEASING ANYONE IN ORDER TO HURT THEIR FEELINGS OR MAKE THEM FEEL BAD; (2) NO HITTING OR OTHERWISE PHYSICALLY HURTING ANYONE; AND

(3) NO TALKING OR MAKING OTHER NOISES WHILE SOMEONE ELSE HAS A TURN TO TALK OR WHEN WE ARE WATCHING A VIDEOTAPE.)

Leader: OK, it sounds like we've got some good rules. Let me list them: (1) No making fun of or teasing anyone in order to hurt their feelings or make them feel bad; (2) no hitting or otherwise physically hurting anyone; and (3) no talking or making other noises while someone else has a turn to talk or when we are watching a videotape.

(NOTE TO LEADERS: ALSO LIST ANY OTHER RULES THAT MEMBERS MAY HAVE GENERATED. WRITE RULES ON POSTER BOARD. BRING THIS POSTER TO EACH SUBSEQUENT SESSION.)

If anyone breaks a rule, they'll have to leave the room, or take a time-out, for 5 minutes. The third time someone has to be sent to a time-out, they'll have to leave for the rest of the session.

Each group session will be 1 hour and 15 minutes. The first hour of each meeting will be spent doing all the things I've just talked about. During the last 15 minutes, we'll have time to relax, have a snack or do something else that's fun, and just talk about the group or about anything else. But it's important to remember that if you have to leave the whole session because you got your third time-out, you won't be able to come back in for the snack, or whatever we have planned for the end.

Does anybody have any questions about the rules? or about how the sessions will run?

Group: (OPPORTUNITY FOR QUESTIONS)

Leader: Does anybody have any ideas for other social skills or problems we should be sure to talk about?

Group: (OPPORTUNITY FOR QUESTIONS AND SUGGESTIONS)

Snack/Group Reward

Leader: Well then, let's have our snack. We decided on a snack for today, but for our other sessions you can pick the snacks, or you can decide on something else to do. What would you like to do next time?

Leader: We can have things like (LIST SOME SNACK ITEMS THAT ARE AFFORDABLE FOR YOUR SITE.)

We can also have a song time, or a dance time, or just about anything you'd like, that we can all do. Any ideas?

Group: (OPPORTUNITY FOR REWARD SUGGESTIONS)

Session 2

SOCIAL STATUS CUE GENERATION, PART 1

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2 - AND INSTRUCTIONS FOR SUCCESSFUL CUE GENERATION - CHAPTER 4.3.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES, BLANK POSTER-SIZE SHEETS OF PAPER, AND MARKING PENS

Greeting

Leader: Welcome back everybody. It's good to see you again.

You know, we all just met last time, and sometimes it's hard to remember names. Just to remind you, my name is (NAME) and this is (CO-LEADER'S NAME).

Let's quickly go around the group again with everybody saying their name. How about starting with you? (SELECT ONE CHILD AND PROCEED CLOCKWISE.)

Group: (EACH MEMBER, IN TURN, SAYS NAME.)

Review

Leader: Let's start off today by asking whether anyone has any questions about the things we talked about in our last meeting. Any comments?

Group: (OPPORTUNITY FOR QUESTIONS AND COMMENTS)

New Didactic and Discussion

Leader: Last time we said that in these group meetings, each week we would be talking about, and practicing, a social skill that we all agreed was important. The first job that we have in front of us is coming up with exactly what those important social skills are. For some social situations, for example, situations with teachers, I think we would all have similar ideas about what kinds of social behaviors work best.

But deciding what social behaviors work best with people who are the same age gets tricky. I'm sure you know that that's because different groups of people, sometimes they're called peer groups, develop their own styles of social behavior. That means that what might be considered a fun way to act in one peer group, like one school, might be considered to be sort of weird in another school, and so on. That's because styles in social behavior change from place to place and from time to time, just like styles in clothes change from place to place and time to time. Sure, some social skills are the same for all groups, but there are others that are special. If we want our social situations to go well for us, in other words, if we want to be liked by people in our peer group, then we need to pay attention to the social skills that we use—the skills that are important in all groups and the special ones that are important in our social group.

Because each of you lives with and watches how your peer group members use social behavior, you're the best judge of what it takes to get liked, and not liked, by your peers. So, you are the best ones to choose the social behaviors that are important for you to practice. If you can decide what those behaviors are, then we (the group leaders) can help you practice those behaviors so that you can become better at the social skills you decide are important.

In order to come up with these behaviors, let's first think and talk about what it takes for *you* to like people. We all know people we especially like. Think about a few people your own age that you really like a lot. Don't tell us who they are or their names, but just take a few minutes to think of a few people, your own age, you really like a lot. Now think, what is it that these people *say* or *do* or *act like* that makes you like them so much? Who has something in mind?

Group: (OPPORTUNITY FOR MEMBERS TO GENERATE CUES FOR LIKED PEERS)

(NOTE TO LEADERS: KEEP SOLICITING CUES ABOUT WHAT PEOPLE DO OR SAY OR ACT LIKE THAT MAKES

THEM LIKEABLE UNTIL YOU HAVE AT LEAST ONE RESPONSE FROM EACH MEMBER. IF CERTAIN CHILDREN DO NOT VOLUNTEER, MAKE SURE THEY FEEL THEY'RE WELCOME TO RESPOND BY ASKING THEM PERSONALLY. FOR EXAMPLE, "MIKE, WHAT IS IT THAT PEOPLE DO, OR SAY, OR ACT LIKE, THAT MAKES *YOU* REALLY LIKE THEM?" BECAUSE THESE RESPONSES WILL BE USED AS GUIDELINES FOR THE BEHAVIORS THAT GROUP MEMBERS USE IN ROLE PLAYS, IT IS IMPERATIVE THAT THE LEADERS DIRECT THE MEMBERS INTO EXPRESSING THEIR RESPONSES IN BEHAVIORAL TERMS. WHEN A CHILD GIVES YOU A RESPONSE THAT DOES NOT DESCRIBE SOMETHING THAT A PEER DOES OR SAYS, ASK THE CHILD TO SPECIFY. FOR EXAMPLE, WHEN A CHILD SAYS, "I LIKE HIM BECAUSE HE'S KIND," ASK, "WHAT DOES HE DO OR SAY THAT MAKES YOU SAY HE IS KIND?" OR, "WHAT ARE THE KIND THINGS THAT HE DOES OR SAYS?" AS THE CUES ARE GENERATED, BE SURE TO WRITE THEM ON A POSTER BOARD ON WHICH YOU HAVE WRITTEN THE HEADING "LIKED PEOPLE." BE SURE TO BRING THIS POSTER BOARD TO ALL SUBSEQUENT SESSIONS.)

Leader: That was good. Let's go over the list of social behaviors that lead you to like people.

(NOTE TO LEADERS: READ ALL CUES FROM LIST.)

Does anyone have anything they'd like to add to that list of social behaviors that make you like people?

Group: (OPPORTUNITY TO ADD ADDITIONAL CUES TO LIST):

Leader: OK, then let's talk about those social behaviors that, if you want to be liked, you need to avoid. We all know people we really don't like. Think of a few people your age you really do not like. What is it that they say, or do, or act like that makes you not like them? Any volunteers?

Group: (OPPORTUNITY FOR MEMBERS TO GENERATE CUES FOR DISLIKED PEERS)

(NOTE TO GROUP LEADERS: AGAIN, MAKE SURE ALL MEMBERS HAVE AN OPPORTUNITY TO SHARE THEIR PERCEPTIONS AND ENCOURAGE THEM TO PUT THEIR RESPONSES IN BEHAVIORAL TERMS. AGAIN, RECORD CUES, THIS TIME ON A POSTER BOARD LABELED "DISLIKED PEOPLE." BRING THIS POSTER TO ALL SUBSEQUENT SESSIONS.)

Leader: Good, let's go through *that* list. (READ LIST.) Are there any behaviors that lead you to dislike people that you would like to add to this list?

Group: (OPPORTUNITY TO GENERATE ADDITIONAL CUES FOR DISLIKED PEERS)

Leader: OK, we should discuss one more social reaction that you probably have to some people. Sometimes, in a group of people, some people are ignored, or shunned, or deliberately left out of things. Think of a few people that you, or others you know, would rather not be around. These people probably aren't really disliked, but are just left out; maybe they're thought of as strange. What do these people do or say or act like that makes you or others want to leave them out or ignore them?

Group: (OPPORTUNITY TO GENERATE CUES FOR NEGLECTED PEERS)

(NOTE TO GROUP LEADERS: AGAIN, MAKE SURE EACH CHILD HAS AN OPPORTUNITY TO RESPOND AND THAT RESPONSES ARE MADE IN BEHAVIORAL TERMS. RECORD RESPONSES ON A POSTER LABELED "IGNORED PEOPLE" AND BRING THIS POSTER TO ALL SUBSEQUENT SESSIONS.)

Leader: Good. Let's go over that list. (READ LIST.) Does anyone have a social behavior that leads you to ignore or shun someone that they want to add?

Group: (OPPORTUNITY TO GENERATE ADDITIONAL CUES FOR NEGLECTED PEERS)

Leader: Does anyone have any questions?

Group: (OPPORTUNITY TO ASK QUESTIONS ON ANY ISSUE RELEVANT TO *CLASSIC* SESSIONS)

Out-of-session Practice Instruction

Leader: Well, next time we'll go over these lists of social behaviors that are important in your peer groups, and we'll start to practice some social behaviors that are important in all groups, as well as some of these special social behaviors. In the meantime, why don't you think some more about people you especially like, especially don't like, and the people you choose to ignore, and think about what they do or say or act like that makes you feel that way about them. Then, next time, we can add to the list of important social behaviors.

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity) and plan our snack (or activity) for next week. Any ideas?

Group: (OPPORTUNITY TO SUGGEST SNACKS OR ACTIVITIES AND ENGAGE IN CONVERSATIONS WITH ANY PEERS OR GROUP LEADERS)

Session 3

SOCIAL STATUS CUE GENERATION, PART II AND NONVERBAL COMMUNICATION, PART I

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL CUE GENERATION - CHAPTER 4.3, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, AND INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; BLANK POSTER-SIZE SHEETS OF PAPER, MARKING PENS, VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Hi, everyone. I'm glad to see you.

Review

Leader: Last time, we asked you to think about people you like, don't like, and choose to ignore, and about the things that they do that lead you to respond in that way. Let's go through the list of social behaviors that lead you to like people. (READ FROM LIST.)

We asked you to continue to think about this stuff over the week. Does anyone have any social behaviors that lead you to like people that you would like to add to the list? (ADD CUES AS NEEDED.)

Group: (OPPORTUNITY TO ADD CUES TO "LIKED PEERS" LIST)

Leader: Let's go over the list of social behaviors that lead you to dislike people. Did anyone come up with other things that people do or say, or act like, that lead you to dislike them?

Group: (OPPORTUNITY TO ADD CUES TO "DISLIKED PEERS" LIST)

Leader: Let's go over the list of social behaviors that lead you to shun or ignore people. Did anyone come up with other things that people do or say or act like, that lead you to decide to ignore them?

Group: (OPPORTUNITY TO ADD CUES TO "IGNORED PEERS" LIST)

Leader: It looks like these lists are pretty complete. They will be up here every time we have a group session. When we do role plays, you can check them for ideas about social behaviors that you like to see in other people and that you might want to use in role plays. You also can check them for social behaviors that you don't like to see in other people, behaviors that lead you to dislike or ignore other people, that you might want to try to avoid using in role plays.

Now that you've come up with the social behaviors that are important in your groups, let's spend some time talking about the social behaviors that are important in all groups. For the most part, these behaviors are "little behaviors," behaviors that are so small they're easy to overlook, but they have a lot to do with what people think about us.

NONVERBAL COMMUNICATION, PART I

(NOTE TO LEADERS: THERE ARE TWO REASONS FOR THE EARLY AND SPECIFIC PLACEMENT OF THIS NONVERBAL BEHAVIOR PRACTICE PHASE IN THE *CLASSIC:* (1) TO ENSURE THAT VERY CIRCUMSCRIBED BEHAVIORS ARE ADDRESSED FIRST SO THAT MEMBERS HAVE AN OPPORTUNITY TO BECOME ACCUSTOMED TO ROLE PLAY AND FEEDBACK ACTIVITIES BEFORE MORE COMPLEX BEHAVIORS ARE TACKLED; (2) TO ENSURE THAT CULTURALLY RELEVANT NONVERBAL BEHAVIORS ARE ADDRESSED IN *CLASSIC* SESSIONS EVEN IF MEMBERS HAVE NOT GIVEN ADEQUATE CONSIDERATION TO SMALL, NONVERBAL BEHAVIORS IN THE CUE GENERATION ACTIVITIES.)

New Didactic and Discussion

Leader: Today we're going to be talking about these little behaviors that are easy to overlook, which are called nonverbal skills. They're a special type of social skill. Does anybody have any idea what we mean by "nonverbal social skills?"

We all know that when you are interacting with another person, what you *say* is important. That's obvious. But what's not so obvious is that *how* you say what you say and what you *do* while you're saying something are just as important. Those are the things we're talking about when we say "nonverbal skills." Because they go along with talking, but don't involve talking, we can call them nontalking skills or nonverbal skills. Today and the next couple of times we meet, we're going to be talking about five important nonverbal, or nontalking, skills.

The five nonverbal skills that we'll talk about are (1) eye contact; (2) body position; (3) body posture; (4) facial expression; and (5) voice quality. For today, let's just concentrate on the first of those, eye contact.

Can anybody here tell me what eye contact means?

Group: (OPPORTUNITY TO RESPOND WITH DEFINITIONS OF EYE CONTACT)

Leader: Right. Eye contact means pretty much what it says: The amount of time you spend looking at the person you're talking with is the amount of time you have eye contact with that person. The important thing about eye contact, and about all of the nonverbal skills, is that people often make guesses about what you think and feel based on what you do with your eyes when you're talking with them.

Let's take a look at the lists of liked kids, disliked kids, and ignored kids cues. Does anybody see a cue that sounds a little like eye contact?

Group: (OPPORTUNITY TO IDENTIFY EYE CONTACT CUES IN THE LISTS.)

(NOTE TO LEADERS: IF GROUP MEMBERS DO NOT IDENTIFY AN EYE CONTACT CUE THAT EXISTS IN THE LISTS, POINT IT OUT TO THEM. FOR EXAMPLE, "WELL, YOU SAID THAT YOU DON'T LIKE PEOPLE WHO DON'T PAY ATTENTION TO YOU WHEN YOU TALK. I WONDER IF IT'S THEIR EYE CONTACT IN PART THAT TELLS YOU THEY'RE NOT PAYING ATTENTION." IF GROUP MEMBERS DO NOT IDENTIFY ANY EYE CONTACT CUES IN THEIR LISTS, AND YOU CONCUR, PREFACE THIS NEXT COMMENT WITH, "WELL, MAYBE EYE CONTACT ISN'T ON THE LISTS BECAUSE IT'S NOT TOO IMPORTANT IN YOUR GROUPS. BUT LET'S TALK ABOUT EYE CONTACT A LITTLE TO MAKE SURE WE HAVEN'T FORGOTTEN TO THINK ENOUGH ABOUT IT.)

Leader: Does anyone have any ideas about the kinds of *guesses* you might make about people based on where their eyes are when you talk with them?

Group: (OPPORTUNITY TO RESPOND GENERALLY TO EYE CONTACT QUERY.)

Leader: Well, what would you guess a person means if he or she doesn't look you in the eye very much when you're talking with them?

Group: (OPPORTUNITY TO RESPOND TO SPECIFIC EYE CONTACT QUERY.)

Leader: Well, if that person were talking to me I would think . . .

(NOTE TO LEADERS: ADD YOUR HONEST RESPONSE, E.G., "NOTHING OF IT–IT WOULDN'T MATTER A BIT;" "I MIGHT GUESS THAT THEY DON'T WANT TO BE TALKING TO ME;" "I MIGHT GUESS THAT THEY'RE SCARED OR NERVOUS.")

What do you think of that? Do you agree or disagree? Either is OK.

Group: (OPPORTUNITY TO RESPOND TO LEADER'S REACTION TO NO EYE CONTACT)

(NOTE TO LEADERS: SHOULD GROUP MEMBERS *DISAGREE* WITH YOUR REACTIONS, IT IS *VERY IMPORTANT* THAT YOU RESPECT THESE DIFFERENCES.

TO ACKNOWLEDGE THIS YOU MIGHT SAY, "I'M VERY GLAD THAT YOU TOLD US THAT EYE CONTACT ISN'T THAT IMPORTANT TO YOU. THAT'S A VERY GOOD EXAMPLE OF HOW A BEHAVIOR CAN MEAN ONE THING TO ONE PERSON AND SOMETHING VERY DIFFERENT TO ANOTHER. THAT MIGHT MEAN WE'LL NEED TO USE DIFFERENT KINDS OF EYE CONTACT WITH DIFFERENT PEOPLE.")

Leader: How about if someone is looking at you absolutely all the time while you're talking with them. That might make me guess that they're trying to make me feel afraid of, or pushed around by, them. What do you think?

Group: (OPPORTUNITY TO RESPOND TO SPECIFIC EYE-CONTACT QUERY)

Leader: Now it's very likely that we'll make different guesses about what people mean with different kinds of eye contact. It's also likely that sometimes we want to send different kinds of messages with our eye contact. What we're going to be working on in here, though, is practicing how to be in *control* of your eye contact and other behaviors so that you can send the messages you want to send and so that you don't *accidentally* send messages you don't want to send. What do you think your eye contact is like most of the time?

Group: (OPPORTUNITY TO OFFER DESCRIPTION OF CURRENT EYE CONTACT)

(NOTE TO LEADERS: THIS PROMPT MAY NOT ELICIT MUCH CONVERSATION AT THIS STAGE.)

Modeling

Leader: Well, the two of us are going to do some "role plays." That's sort of like acting. After each role play, we'd like anyone of you to tell us what you thought of our eye contact in the role play. Remember, pay attention to whether we're looking each other in the eye, or whether we're staring, or looking away. Try to think of what my eye contact is making (CO-LEADER'S NAME) think about what I think or feel. Also, think about what (CO-LEADER'S NAME)'s eye contact is making me think or feel about him/her.

We'll also videotape this so we can look at it as much as we like.

ROLE PLAY SCRIPT

PLAYER A:	HI, (NAME). THAT'S A NICE SHIRT (BLOUSE, SWEATER) YOU'RE WEARING.
PLAYER B:	THANK YOU.
PLAYER A:	WHERE DID YOU GET IT?
PLAYER B:	AT A STORE NEAR WHERE I LIVE.

(NOTE TO LEADERS: GROUP LEADERS ENACT A TOTAL OF THREE ROLE PLAYS FROM THE ABOVE SCRIPT. THE FIRST TWO ROLE PLAYS WILL DEMONSTRATE EXTREME EXAMPLES OF THE NONVERBAL SKILL. IN BOTH EXTREME ROLE PLAYS, ONLY PLAYER *A* ALTERS HIS/HER CONTACT. PLAYER *B* USES WHATEVER NORMAL EYE CONTACT IS FOR HIM/HER THROUGHOUT. IN THE FIRST ROLE PLAY, PLAYER *A* MAKES NO EYE CONTACT AT ALL WITH PLAYER *B*. IN THE SECOND ROLE PLAY, PLAYER *A* STARES AT PLAYER *B*. FINALLY, IN THE THIRD ROLE PLAY, BOTH PLAYERS USE "NORMAL" EYE CONTACT AS DIRECTED BY MEMBERS OF THE GROUP.)

(ENACT AND VIDEOTAPE "NO EYE CONTACT" ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my eye contact?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY)

Leader: OK. You don't think we did too good a job. Let's try again.

(ENACT AND VIDEOTAPE "STARING" ROLE PLAY)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my eye contact?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think of me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY)

Leader: Those are great suggestions. This time we'll try to take your advice.

(NOTE TO LEADERS: ALLOW GROUP MEMBERS TO GUIDE YOU IN WHAT IS NORMAL EYE CONTACT FOR THEIR PEER GROUP BECAUSE THE DEFINITION OF APPROPRIATE EYE CONTACT VARIES ACROSS GROUPS.)

(AFTER "COMFORTABLE EYE CONTACT" ROLE PLAY.) Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my eye contact?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Role Play and Feedback

Leader: Now it's your turn. We want you to try to use what you feel is the most appropriate type of eye contact for the situation. For now, use the same words that we did, so that all you have to think about is eye contact. Later, we can practice with different situations if you want. So that the people who do the role plays get a chance to see what their eye contact was like, and so that everybody gets a chance to see what they look like on TV, we're going to videotape each of these role plays too.

The rest of us are going to do the same thing we did before. After a role play is done we'll give our opinions on how well the eye contact fit. Who wants to go first?

(NOTE TO LEADERS: ALLOW THE FIRST TWO VOLUNTEERS TO ROLE PLAY TOGETHER. IF NO ONE OR ONLY ONE VOLUNTEERS, SELECT ROLE PLAY PARTNERS. IN EARLY ROLE PLAYS, SELECT CHILDREN WHO HAVE BEEN SOMEWHAT VERBAL BECAUSE THESE ARE CHILDREN WHO ARE NOT LIKELY TO BE OVERWHELMED BY THE EXPERIENCE.

IT IS YOUR JOB TO REINFORCE RICHLY THE APPROPRIATE BEHAVIORS THAT GROUP MEMBERS EXHIBIT IN ROLE PLAY INTERACTIONS. IF, AT THIS POINT IN TIME, YOU HAVE IDENTIFIED THE REACTIONS FROM YOU THAT SERVE AS REINFORCERS FOR YOUR GROUP MEMBERS, USE THOSE REACTIONS TO REINFORCE VOLUNTEERING FOR, AND CARRYING OUT, A ROLE PLAY. AS GROUP MEMBERS PROVIDE YOU AND THE ROLE PLAYERS WITH FEEDBACK, STRESS YOUR PLEASURE WITH THE THINGS THE ROLE PLAYERS DID WELL, THEN GENTLY, BUT

SERIOUSLY, POINT OUT THINGS THAT COULD HAVE BEEN DONE DIFFERENTLY WITH BETTER CONSEQUENCES. HAVE ROLE PLAYERS AND GROUP MEMBERS SUGGEST ALTERNATIVE WAYS OF BEHAVING IN THE SITUATION AND POINT OUT WHY AN ALTERNATIVE MIGHT HAVE BEEN A BETTER CHOICE. EXPRESS YOUR PLEASURE AT THEIR BEING ABLE TO LISTEN TO CONSTRUCTIVE CRITICISM AND ASK THEM TO DO THE ROLE PLAY AGAIN, USING THE ALTERNATIVE BEHAVIORS. AFTER THE SECOND ROLE PLAY, HIGHLIGHT ANY MOVEMENT TOWARD IMPROVEMENT AND INCORPORATION OF SUGGESTIONS FOR ALTERNATIVE BEHAVIORS.)

Leader: (AFTER ROLE PLAY) Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

How was their eye contact?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What do you think it made their partners think about them?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen them do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR THE PAIR'S NEXT ROLE PLAY)

Leader: OK. Keep in mind what everyone said and try again.

Leader: (AFTER ROLE PLAY) Good job. Let's take a look at that role play again.

What does everyone think about this role play?

(MAKE SURE THIS FEEDBACK ENDS ON A POSITIVE NOTE.)

Leader: Great – who will go next?

(NOTE TO LEADERS: REPEAT ROLE PLAY AND FEEDBACK ACTIVITY UNTIL ALL MEMBERS HAVE HAD AN

OPPORTUNITY TO DO A ROLE PLAY, GET FEEDBACK, AND DO A CORRECTED ROLE PLAY.)

That was very good. I think we have some good role players in here.

Leader: (OMIT FOR SHORTER SESSION.) Now, let's try to make this a little bit more like real life. Who can come up with their own situation in which they'd like to practice eye contact? It can even be a situation in which you've felt you've had a hard time with eye contact. You can work with a partner and pretend that you're really in that situation all over again, and the rest of us will try to help you find the best type of eye contact to use. Remember, keep them kind of short. Any volunteers?

(NOTE TO LEADERS: IF A CHILD VOLUNTEERS A SITUATION FOR PRACTICE, ALLOW THAT CHILD TO ENGAGE IN A ROLE PLAY OF THE SITUATION. RECRUIT A VOLUNTEER PARTNER. IF NO VOLUNTEER EMERGES, SELECT A PARTNER FROM CHILDREN WHO HAVE BEEN SOMEWHAT VERBAL. ATTEND TO, AND GIVE FEEDBACK ON, HOW WELL MEMBERS' EYE-CONTACT MATCHES WHAT THEY ARE SAYING IN THESE ROLE PLAYS AND THE REACTION THAT SUCH EYE CONTACT IS LIKELY TO ELICIT. CONTINUE TO SOLICIT PRACTICE SITUATIONS FROM MEMBERS UNTIL EACH HAS PROVIDED A SITUATION, DONE A ROLE PLAY, GOTTEN FEEDBACK AND DONE A CORRECTED ROLE PLAY, OR UNTIL TIME RUNS OUT.

Out-of-session Practice Instruction

Leader: That was very good. Try to keep your eye contact in mind in the real-life interactions you have with your friends, acquaintances, parents, teachers, and other people. See whether it makes a difference in how you get along with them. You can tell us about it next time.

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity.) While we have a snack (or other activity) we can plan our snack/activity for next time.

Session 4

NONVERBAL COMMUNICATION, PART II

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTION FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back. How was this past week for everyone?

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: At the end of our last session we asked you to pay attention to eye contact in social situations you'd have or see during the week. Who would like to be first to share some observations about how different kinds of eye contact worked for you or for other people you saw?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Last time, we said we'd be talking about several different types of nonverbal behaviors. Eye contact was just one of them. We also said we'd talk about things called body position, body posture, voice volume, and facial expression. Let's start off today with body position. Does anyone want to try to come up with a definition for body position?

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, it's sort of similar to eye contact because where eye contact meant "where your eyes are pointed," body position means "where your body is pointed."

Just as with eye contact, your body position can make people guess about what you're thinking and feeling.

Let's take a look at the lists of liked kids, disliked kids, and ignored kids cues. Does anybody see a cue that sounds a little like body position?

Group: (OPPORTUNITY TO IDENTIFY BODY POSITION CUES IN THE LISTS)

(NOTE TO LEADERS: IF GROUP MEMBERS DO NOT IDENTIFY A BODY POSITION CUE THAT EXISTS IN THE LISTS, POINT IT OUT TO THEM. FOR EXAMPLE, "WELL, YOU SAID THAT YOU DON'T LIKE KIDS WHO ARE ALWAYS IN 'YOUR FACE.' I WONDER IF THAT MEANS THAT SOME KIDS GET TOO CLOSE TO YOU AND MAKE YOU FEEL TRAPPED. THAT'S PART OF WHAT WE MEAN BY BODY POSITION. IF GROUP MEMBERS DO NOT IDENTIFY ANY BODY POSITION CUES IN THEIR LISTS, AND IF YOU CONCUR, PREFACE THIS NEXT COMMENT WITH, "WELL, MAYBE BODY POSITION ISN'T ON THE LISTS BECAUSE IT'S NOT TOO IMPORTANT IN YOUR GROUPS. BUT LET'S TALK ABOUT BODY POSITION A LITTLE TO MAKE SURE WE HAVEN'T JUST FORGOTTEN TO CONSIDER IT.")

Leader: If your body is oriented, or pointed, at the door when you're talking with someone, what do you think that person is likely to believe you're thinking or feeling?

Group: (OPPORTUNITY TO RESPOND TO *SPECIFIC* BODY POSITION QUERY)

Leader: What you've said is very interesting to me.

(NOTE TO LEADERS: ADD YOUR HONEST RESPONSE. FOR EXAMPLE, "THAT KIND OF BODY POSITION

MAKES ME THINK THE SAME THING" OR " IF SOMEONE TALKING TO ME WERE POINTED AT THE DOOR I MIGHT THINK THAT THEY'D LIKE TO DART RIGHT OUT THAT DOOR AND NOT KEEP TALKING TO ME. NOW, THERE MAY BE TIMES WHEN YOU WANT SOMEONE TO BE ABLE TO 'READ' THAT IN YOUR BEHAVIOR: WHEN YOU'RE IN A HURRY OR WHEN YOU REALLY WANT THEM TO THINK THAT YOU'RE IN A HURRY. BUT IT'S NOT A MESSAGE YOU WANT TO GIVE IF YOU'RE TRYING TO MAKE FRIENDS WITH THAT PERSON.")

Modeling

Leader: Let's see how good you are at telling us about our body position in these role plays. We'll also videotape each of these role plays.

ROLE PLAY SCRIPT

PLAYER A: I HEARD THERE'S A SPECIAL ASSEMBLY TODAY. DO YOU KNOW ANYTHING ABOUT IT?

PLAYER B: YEAH. SOME DANCERS ARE PERFORMING IN THE GYM.

PLAYER A: AT WHAT TIME?

PLAYER B: 10 O'CLOCK.

(NOTE TO LEADERS: GROUP LEADERS ENACT A TOTAL OF THREE ROLE PLAYS FROM THE SCRIPT. THE FIRST TWO ROLE PLAYS WILL DEMONSTRATE EXTREME EXAMPLES OF BODY POSITION. IN BOTH EXTREME ROLE PLAYS, ONLY PLAYER *A* ALTERS HIS/HER BODY POSITION. PLAYER *B* USES WHATEVER BODY POSITION IS NORMAL FOR HIM/HER THROUGHOUT. IN THE FIRST ROLE PLAY, PLAYER

A SITS OR STANDS PERPENDICULAR TO PLAYER *B*. IN THE SECOND ROLE PLAY, PLAYER *A* SQUARELY FACES, AND SITS OR STANDS VERY CLOSE TO PLAYER *B*. FINALLY, IN THE THIRD ROLE PLAY, BOTH PLAYERS USE NORMAL BODY POSITION *AS DIRECTED BY MEMBERS OF THE GROUP*.)

(ENACT AND VIDEOTAPE FIRST BODY POSITION ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body position?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me or about what I meant by what I said and did?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY)

Leader: OK. You don't think we did too good a job. Let's try again.

(ENACT AND VIDEOTAPE SECOND ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body position?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY.)

Leader: Those are great suggestions. This time we'll try to take your advice. (ENACT THIRD ROLE PLAY.)

(NOTE TO LEADERS: ALLOW GROUP MEMBERS TO GUIDE YOU IN WHAT IS NORMAL BODY POSITION FOR THEIR PEER GROUP BECAUSE DEFINITIONS OF APPROPRIATE BODY POSITION MAY VARY ACROSS GROUPS.)

(AFTER "APPROPRIATE BODY POSITION" ROLE PLAY) Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body position?

Group: (OPPORTUNITY TO RESPOND)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Role Play and Feedback

Leader: Now it's your turn. We want you to try to use what you feel is the most appropriate type of body position for the situation. Keep to the same words we used in the role play so that the only thing you need to pay attention to is your body posture. Later we can practice with different situations if you want. Remember, when you're not doing a role play, pay attention to the role players' body position. While you're at it, watch for eye contact too. We'll videotape again so that we can all watch these role plays.

The rest of us are going to do the same thing we did before. After a role play is done, we'll give our opinions on how well the body position fit. Who wants to go first?

(NOTE TO LEADERS: ALLOW THE FIRST TWO VOLUNTEERS TO ROLE PLAY TOGETHER. IF NO ONE OR ONLY ONE VOLUNTEERS, SELECT ROLE PLAY

PARTNERS. IN TODAY'S FIRST ROLE PLAY, SELECT CHILDREN WHO HAVE BEEN SOMEWHAT VERBAL BECAUSE THESE CHILDREN ARE LEAST LIKELY TO BE AFRAID OF THE EXPERIENCE. HOWEVER, BY THE END OF TODAY'S SESSION EVERYONE SHOULD HAVE DONE A ROLE PLAY. YOU MAY NEED TO REQUEST EXPLICITLY THAT A RELUCTANT, QUIET CHILD PARTICIPATE IN A ROLE PLAY. IF YOU NEED TO DO THIS YOU MIGHT MAKE THE TASK MORE ATTRACTIVE TO THE CHILD BY SAYING SOMETHING LIKE, "GO AHEAD AND GIVE A ROLE PLAY A TRY. I'LL BE WITH YOU ALL THE WAY" AND THEN STAND OR SIT NEXT TO THE CHILD, READY TO COACH IF NECESSARY.)

(IT IS YOUR JOB TO REINFORCE RICHLY THE APPROPRIATE BEHAVIORS THAT GROUP MEMBERS EXHIBIT IN ROLE PLAY INTERACTIONS. AS GROUP MEMBERS PROVIDE YOU AND THE ROLE PLAYERS WITH FEEDBACK, STRESS YOUR PLEASURE WITH THE THINGS THEY DID WELL, THEN GENTLY, BUT SERIOUSLY, POINT OUT THINGS THAT COULD HAVE BEEN DONE DIFFERENTLY WITH BETTER CONSEQUENCES. HAVE ROLE PLAYERS AND GROUP MEMBERS SUGGEST ALTERNATIVE WAYS OF BEHAVING IN THE SITUATION AND POINT OUT WHY AN ALTERNATIVE MIGHT HAVE BEEN A BETTER CHOICE. EXPRESS YOUR PLEASURE AT THEIR BEING ABLE TO LISTEN TO CONSTRUCTIVE CRITICISM AND ASK THEM TO DO THE ROLE PLAY AGAIN, USING THE ALTERNATIVE BEHAVIORS. AFTER THE SECOND ROLE PLAY, HIGHLIGHT ANY MOVEMENT TOWARD IMPROVEMENT AND INCORPORATION OF SUGGESTIONS FOR ALTERNATIVE BEHAVIORS.)

(AFTER ROLE PLAY, TO ROLE PLAY PAIR.) Good job! Thanks for doing that role play. Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(TO ROLE PLAY PAIR) What did you think of the body position you used? What do you think of the body position your partner used?

(TO GROUP) How about the rest of you? What do you think about the body position they used?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What do you think it made their partners think about them?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen them do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR THE PAIR'S NEXT ROLE PLAY)

Leader: OK. Keep in mind what everyone said and try again.

Leader: (AFTER ROLE PLAY.) Good job. Let's take a look at that role play again. (PLAY VIDEOTAPE.) What does everyone think about this role play?

(MAKE SURE THIS FEEDBACK ENDS ON A POSITIVE NOTE.)

Great. Who will go next?

(NOTE TO LEADERS: REPEAT ROLE PLAY AND FEEDBACK ACTIVITY UNTIL ALL MEMBERS HAVE HAD AN OPPORTUNITY TO DO A ROLE PLAY, GET FEEDBACK, AND DO A CORRECTED ROLE PLAY, OR UNTIL TIME RUNS OUT.)

That was very good. I think we have some good role players in here.

New Didactic and Discussion

Leader: We've got another topic to cover today before we have a snack/activity: "body posture." Now, we've already talked about body position. How do you suppose body posture is different?

Group: (OPPORTUNITY TO RESPOND)

Leader: Body posture has to do with, not *where* your body is pointed, but *how* you're holding your body: Are you sitting or standing straight or slouched? Things like that. Just as with eye contact and body position, people make guesses about what you think and feel based on your body posture.

Let's take a look at the lists of liked-kids, disliked-kids, and ignored-kids cues. Does anybody see a cue that sounds a little like body posture?

Group: (OPPORTUNITY TO IDENTIFY BODY POSTURE CUES IN THE LISTS)

(IF GROUP MEMBERS DO NOT IDENTIFY A BODY POSTURE CUE THAT EXISTS IN THE LISTS, POINT IT OUT TO THEM, FOR EXAMPLE, "WELL, YOU SAID THAT YOU DON'T LIKE KIDS WHO ACT STUCK UP. I WONDER IF PART OF WHAT MAKES YOU THINK SOMEONE IS STUCK UP IS THEIR BODY POSTURE. HOW DO THE KIDS YOU THINK ARE STUCK UP WALK AROUND OR HOLD THEIR BODIES?" IF GROUP MEMBERS DO NOT IDENTIFY ANY BODY POSTURE CUES IN THEIR LISTS, AND YOU CONCUR, PREFACE THIS NEXT COMMENT WITH, "WELL, MAYBE BODY POSTURE ISN'T ON THE LISTS BECAUSE IT'S NOT TOO IMPORTANT IN YOUR GROUPS. BUT LET'S TALK ABOUT BODY POSTURE A LITTLE TO MAKE SURE WE HAVEN'T JUST FORGOTTEN TO CONSIDER IT.")

Leader: What would you think if you saw someone who was all slumped over in their chair? Would have have any ideas about what they might be thinking or feeling?

Group: (OPPORTUNITY TO RESPOND TO *SPECIFIC* BODY POSTURE QUERY.)

Leader: What you've said is very interesting to me.

(NOTE TO LEADERS: ADD YOUR HONEST RESPONSE. FOR EXAMPLE, "THAT KIND OF BODY POSTURE MAKES ME THINK THE SAME THING" OR " IF I SAW SOMEONE ALL SLUMPED OVER IN THEIR CHAIR I MIGHT THINK THAT THEY'RE TIRED OR AFRAID.")

How about this one: What would you think if you saw someone really sticking out their chest and holding their nose up in the air?

Group: (OPPORTUNITY TO RESPOND)

Leader: Again, your ideas are really interesting to me. If I saw someone walking around like that I might think (ADD YOUR HONEST RESPONSE. ONE MIGHT BE "THEY'RE REALLY POMPOUS AND BELIEVE THAT THEY'RE THE BEST. THAT MIGHT BE FINE FOR WALKING DOWN THE STREET OR IN FRONT OF PEOPLE WHO AREN'T THEIR CLOSE FRIENDS, BUT IT MIGHT MAKE THEIR FRIENDS FEEL THAT THEY THINK THEY'RE BETTER THAN THEM").

Leader: How much control do you think you have over your body posture?

Group: (OPPORTUNITY TO RESPOND)

Leader: Can you use different body postures in different situations?

Let's see how good you are at telling us about our body posture in these role plays. We'll also videotape each of these role plays.

Modeling

ROLE PLAY SCRIPT

PLAYER A: (NAME) I HEARD THERE'S A SPECIAL ASSEMBLY TODAY. DO YOU KNOW ANYTHING ABOUT IT?

PLAYER B: YEAH. SOME DANCERS ARE PERFORMING IN THE GYM.

PLAYER A: AT WHAT TIME?

PLAYER B: 10 O'CLOCK.

(NOTE TO LEADERS: GROUP LEADERS ENACT A TOTAL OF THREE ROLE PLAYS FROM THE SCRIPT.

THE FIRST TWO ROLE PLAYS WILL DEMONSTRATE EXTREME EXAMPLES OF BODY POSTURE. IN BOTH EXTREME ROLE PLAYS, ONLY PLAYER *A* ALTERS HIS/HER BODY POSTURE. PLAYER *B* USES WHATEVER BODY POSTURE IS NORMAL FOR HIM/HER THROUGHOUT. IN THE FIRST ROLE PLAY, PLAYER *A* BENDS SLIGHTLY FROM THE WAIST AND SLOUCHES. IN THE SECOND ROLE PLAY, PLAYER *A* SITS OR STANDS VERY STRAIGHT AND RIGID. FINALLY, IN THE THIRD ROLE PLAY, BOTH PLAYERS USE NORMAL BODY POSTURE *AS DIRECTED BY MEMBERS OF THE GROUP*)

(ENACT AND VIDEOTAPE FIRST BODY POSITION ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body posture?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me or about what I meant by what I said and did?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR GROUP LEADERS' NEXT ROLE PLAY)

Leader: OK. You don't think we did too good a job. Let's try again.

(ENACT AND VIDEOTAPE SECOND ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body posture?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY.)

Leader: Those are great suggestions. This time we'll try to take your advice. (ENACT AND VIDEOTAPE THIRD ROLE PLAY.)

(NOTE TO LEADERS: ALLOW GROUP MEMBERS TO GUIDE YOU IN WHAT IS NORMAL BODY POSTURE FOR THEIR PEER GROUP BECAUSE DEFINITIONS OF APPROPRIATE BODY POSTURE MAY VARY ACROSS GROUPS.)

(AFTER APPROPRIATE BODY POSTURE ROLE PLAY) Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my body posture?

Group: (OPPORTUNITY TO RESPOND)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Role Play and Feedback

Leader: Now it's your turn. We want you to try to use what you feel is the most appropriate type of body posture for the situation. Keep to the same words we used in the role play so that the only thing you need to pay attention to is your body posture. Later, we can practice with different situations if you want. Remember, when you're not doing a role play, watch what the role players are doing. Watch their body posture. While you're at it, watch for body position and eye contact too. We'll videotape again so that we can all watch these role plays.

The rest of us are going to do the same thing we did before. After a role play is done, we'll give our opinions on how well the body posture fit. Who wants to go first?

(NOTE TO LEADERS: ALLOW THE FIRST TWO VOLUNTEERS TO ROLE PLAY TOGETHER. IF NO ONE OR ONLY ONE VOLUNTEERS, SELECT ROLE PLAY PARTNERS. IT IS YOUR JOB TO REINFORCE GROUP MEMBERS FOR VOLUNTEERING FOR AND COMPLETING INTERACTIONS AS WELL AS FOR APPROPRIATE BEHAVIORS THEY USED. AS GROUP MEMBERS PROVIDE FEEDBACK, STRESS YOUR PLEASURE WITH THE THINGS THE ROLE PLAYERS DID WELL. THEN GENTLY, BUT SERIOUSLY, POINT OUT THINGS THAT COULD HAVE BEEN DONE DIFFERENTLY WITH BETTER CONSEQUENCES. HAVE ROLE PLAYERS AND GROUP MEMBERS SUGGEST ALTERNATIVE WAYS OF BEHAVING IN THE SITUATION AND POINT OUT WHY AN ALTERNATIVE MIGHT HAVE BEEN A BETTER CHOICE. EXPRESS YOUR PLEASURE AT THEIR BEING ABLE TO LISTEN TO CONSTRUCTIVE CRITICISM AND ASK THEM TO DO THE ROLE PLAY AGAIN, USING THE ALTERNATIVE BEHAVIORS. AFTER THE SECOND ROLE-PLAY, HIGHLIGHT ANY MOVEMENT TOWARD IMPROVEMENT AND INCORPORATION OF SUGGESTIONS FOR ALTERNATIVE BEHAVIORS.)

(AFTER ROLE PLAY TO ROLE PLAY PAIR.) Good job! Thanks for doing that role play. Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(TO ROLE PLAY PAIR) What did you think of the body posture you used? What do you think of the body posture your partner used?

(TO GROUP) How about the rest of you? What do you think about the body posture they used?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What do you think it made their partners think about them?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen them do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR THE PAIR'S NEXT ROLE PLAY)

Leader: Keep in mind what everyone said and try again.

Leader: (AFTER ROLE PLAY.) Good job. Let's take a look at that role play again. (PLAY VIDEOTAPE.)

What does everyone think about this role play?

(MAKE SURE THIS FEEDBACK ENDS ON A POSITIVE NOTE.)

Leader: Great. Who will go next?

(NOTE TO LEADERS: REPEAT ROLE PLAY AND FEEDBACK ACTIVITY UNTIL ALL MEMBERS HAVE HAD AN OPPORTUNITY TO DO A ROLE PLAY, GET FEEDBACK, AND DO A CORRECTED ROLE PLAY, OR UNTIL TIME RUNS OUT.)

That was very good. I think we have some good role players in here.

Leader: (OMIT FOR SHORTER SESSION.) Now, let's try to make this a little bit more like real life. Who can come up with their own situation in which they'd like to practice body position and body posture? It can even be a situation in which you've felt you've had a hard time with body position and body posture. You can pick a partner and pretend that you're really in that situation all over again, and the rest of us will try to help you find the best type of body position and body posture to use. Remember, keep them kind of short. Any volunteers?

(NOTE TO LEADERS: IF A CHILD VOLUNTEERS A SITUATION FOR PRACTICE, ALLOW THAT CHILD TO ENGAGE IN A ROLE PLAY OF THE SITUATION. RECRUIT A VOLUNTEER PARTNER. ATTEND TO, AND GIVE FEEDBACK ON, HOW WELL MEMBERS' BODY POSTURE MATCHES WHAT THEY ARE SAYING IN THESE ROLE PLAYS AND THE REACTION THAT SUCH BODY POSTURE IS LIKELY TO ELICIT.

Leader: That was very good. Those are important situations that you came up with. Everybody did a really good job today. Before we break for a snack/activity does anybody have any questions about what we did today?

Out-of-session Practice Instruction

Leader: Try to keep your eye contact, body position, and body posture in mind in the real-life interactions you have with your friends, acquaintances, classmates, parents, teachers, and other people. See whether it makes a difference in how you get along with them. You can tell us about it next time.

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity). While we have a snack/activity we can plan our snack/activity for next time.

Session 5

NONVERBAL COMMUNICATION, PART III

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, AND INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; VIDEOTAPE RECORDING AND PLAY-BACK EQUIPMENT.

Greeting

Leader: Welcome. How is everybody today?

Review

Leader. Let's take a few minutes to review what we worked on last time. Can anybody describe what we did?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, we talked about two nonverbal skills: body position and body posture. Would anyone like to talk about how they did on these two behaviors during the week?

Group: (OPPORTUNITY TO RESPOND)

Leader: Can anybody tell us about any effect that someone else's nonverbal skills had on them – you know, how someone else's eye contact, body position, or body posture made you feel?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Today, we're going to talk about one more nonverbal skill: facial expression. What do you think we mean by "facial expression?"

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, facial expression means what you do with your face when you're with someone. Just as with the other nonverbal skills, people make guesses about what you think and feel based on how your face is positioned. Can anybody show me some facial expressions and tell me what thought or feeling they're supposed to convey?

Group: (OPPORTUNITY TO RESPOND)

Leader: Those were some good examples of facial expressions.

(NOTE TO LEADERS: IF MEMBERS DID NOT SPONTANEOUSLY OFFER FACIAL EXPRESSIONS INDICATIVE OF (1) HAPPINESS; (2) SADNESS: (3) ANGER: (4) WORRY; (5) PRIDE; ETC., ASK FOR VOLUNTEERS TO PORTRAY THOSE FACES NOW.)

Let's take a look at the lists of liked kids, disliked kids, and ignored kids cues. Does anybody see a cue that might have something to do with facial expression?

Group: (OPPORTUNITY TO IDENTIFY FACIAL EXPRESSION CUES IN THE LISTS)

Leader: (NOTE TO LEADERS: IF GROUP MEMBERS DO NOT IDENTIFY A FACIAL EXPRESSION CUE THAT EXISTS IN THE LISTS, POINT IT OUT TO THEM. FOR EXAMPLE, "WELL, YOU SAID THAT YOU LIKE KIDS WHO SEEM LIKE THEY'RE FUN TO BE WITH. I WONDER IF PART OF WHAT MAKES YOU THINK SOMEONE IS FUN TO BE WITH IS THEIR FACIAL EXPRESSION. DO THESE KIDS COMMUNICATE THAT THEY'RE FUN TO BE WITH BY THE EXPRESSION ON THEIR FACES: DO THEY SMILE A LOT?" IF GROUP MEMBERS DO NOT IDENTIFY ANY FACIAL EXPRESSION CUES IN THEIR LISTS, AND YOU CONCUR, PREFACE THIS NEXT COMMENT WITH, "WELL, MAYBE FACIAL EXPRESSION ISN'T ON THE LISTS BECAUSE IT'S NOT TOO IMPORTANT IN YOUR GROUPS. BUT LET'S TALK ABOUT FACIAL EXPRESSION A LITTLE TO MAKE SURE WE HAVEN'T JUST FORGOTTEN TO CONSIDER IT.")

That was good. Remember, with facial expression, just as with the other nonverbal skills, people make guesses about what you're thinking and feeling based on the way your face is positioned. If we don't pay attention to the way we hold our faces, we might accidentally tell someone something about the way we feel or what we're thinking that isn't true or that we don't want others to know. Can anyone remember a time when they gave themselves away by a certain facial expression?

Group: (OPPORTUNITY TO RESPOND)

Leader: Can anyone remember a time when someone assumed you thought, or felt, or wanted something because of the look on your face?

Group: (OPPORTUNITY TO RESPOND)

Modeling

Leader: Next, let's see whether you can pick out when our facial expressions match what we're saying and when they're giving a message different from what we're saying. We (THE CO-LEADERS) are going to do some role plays again. Check what our facial expressions are like and how well they seem to fit with what's going on. Even though we're spending most of our time now talking about facial expression, don't forget the other nonverbal skills we've already talked about; you know, eye contact, body position, and body posture. Pay attention to those behaviors, too, and let us know how we do on those as well.

ROLE PLAY SCRIPT

PLAYER A: I SAW YOU PLAYING BASKETBALL YESTERDAY. YOU WERE GOOD.

PLAYER B: REALLY? THANKS.

PLAYER A: DO YOU PLAY A LOT?

PLAYER B: ALMOST EVERY DAY AFTER SCHOOL.

(NOTE TO LEADERS: GROUP LEADERS ENACT A TOTAL OF THREE ROLE PLAYS FROM THE SCRIPT. THE FIRST TWO ROLE PLAYS WILL DEMONSTRATE EXTREME EXAMPLES OF FACIAL EXPRESSION. IN BOTH EXTREME ROLE PLAYS, ONLY PLAYER *A* ALTERS HIS/HER FACIAL EXPRESSION. PLAYER *B* USES WHATEVER FACIAL EXPRESSION IS NORMAL FOR HIM/HER THROUGHOUT. IN THE FIRST ROLE PLAY, PLAYER *A* SCOWLS OR LOOKS ANGRY. IN THE SECOND ROLE PLAY, PLAYER *A* PRESENTS AN EXPRESSIONLESS FACE TO PLAYER *B*. FINALLY, IN THE THIRD ROLE PLAY, BOTH PLAYERS USE NORMAL BODY POSTURE *AS DIRECTED BY MEMBERS OF THE GROUP*.)

(ENACT AND VIDEOTAPE FIRST FACIAL EXPRESSION ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my facial expression?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me or about what I meant by what I said and did?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY)

Leader: OK. You don't think we did too good a job. Let's try again.

(ENACT AND VIDEOTAPE SECOND ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

How was my facial expression?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY.)

Leader: Those are great suggestions. this time we'll try to take your advice.

(NOTE TO LEADERS: ALLOW GROUP MEMBERS TO GUIDE YOU IN WHAT IS NORMAL FACIAL EXPRESSION FOR THEIR PEER GROUP BECAUSE DEFINITIONS OF APPROPRIATE FACIAL EXPRESSION MAY VARY ACROSS GROUPS.)

(AFTER "APPROPRIATE FACIAL EXPRESSION" ROLE PLAY)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my facial expression?

Group: (OPPORTUNITY TO RESPOND)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Role Play and Feedback

Leader: Now it's your turn. We want you to try to use what you feel is the type of facial expression that fits the situation best. Keep to the same words we used in the role play so that the only thing you need to pay attention to is your facial expression. Later, we can practice with different situations if you want. Remember, everybody, pay attention to the role players' facial expressions. While you're at it, watch for body position, body posture, and eye contact too. We'll videotape again so that we can all watch these role plays again.

The rest of us are going to do the same thing we did before. After a role play is done, we'll give our opinions on how well the facial expression fit. Who wants to go first?

(NOTE TO LEADERS: ALLOW THE FIRST TWO VOLUNTEERS TO ROLE PLAY TOGETHER. IF NO ONE, OR ONLY ONE, VOLUNTEERS, SELECT ROLE PLAY PARTNERS. IT IS YOUR JOB TO REINFORCE GROUP MEMBERS FOR VOLUNTEERING FOR, COMPLETING, AND USING APPROPRIATE BEHAVIORS IN ROLE PLAY INTERACTIONS. AS GROUP MEMBERS PROVIDE YOU AND THE ROLE PLAYERS WITH FEEDBACK, STRESS YOUR PLEASURE WITH THE THINGS THEY DID WELL, THEN GENTLY, BUT SERIOUSLY, POINT OUT THINGS THAT COULD HAVE BEEN DONE DIFFERENTLY WITH BETTER CONSEQUENCES. HAVE ROLE PLAYERS AND GROUP MEMBERS SUGGEST ALTERNATIVE WAYS OF BEHAVING IN THE SITUATION, AND POINT OUT WHY AN ALTERNATIVE MIGHT HAVE BEEN A BETTER CHOICE. EXPRESS YOUR PLEASURE AT THEIR BEING ABLE TO LISTEN TO CONSTRUCTIVE CRITICISM AND ASK THEM TO DO THE ROLE PLAY AGAIN, USING THE ALTERNATIVE BEHAVIORS. AFTER THE SECOND ROLE PLAY, HIGHLIGHT ANY MOVEMENT TOWARD IMPROVEMENT AND INCORPORATION OF SUGGESTIONS FOR ALTERNATIVE BEHAVIORS.)

(AFTER ROLE PLAY, TO ROLE PLAY PAIR.) Good job! Thanks for doing that role play. Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(TO ROLE PLAY PAIR) What did you think of the facial expression you used? What do you think of the facial expression your partner used?

(TO GROUP) How about the rest of you? What do you think about the facial expression they used?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What do you think it made their partners think about them?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen them do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR THE PAIR'S NEXT ROLE PLAY)

Leader: OK. Keep in mind what everyone said and try again.

(AFTER CORRECTED ROLE PLAY.)

Good job. Let's take a look at that role play again. What does everyone think about this role play?

(NOTE TO LEADERS: MAKE SURE THIS FEEDBACK ENDS ON A POSITIVE NOTE.)

Great. Who will go next?

(NOTE TO LEADERS: REPEAT ROLE-PLAY AND FEEDBACK ACTIVITY UNTIL ALL MEMBERS HAVE HAD AN OPPORTUNITY TO DO A ROLE PLAY, GET FEEDBACK, AND DO A CORRECTED ROLE PLAY.)

That was very good. I think we have some good role players in here.

Leader: (OMIT FOR SHORTER SESSION.) Now, let's try to make this a little bit more like real life. Who can come up with their own situation in which they'd like to practice facial expression? It can even be a situation in which you've felt you've had a hard time with facial expression. You can work with a partner and pretend that you're really in that situation all over again, and the rest of us will try to help you find the best type of facial expression to use. Remember, keep them kind of short. Any volunteers?

(NOTE TO LEADERS: IF A MEMBER VOLUNTEERS A SITUATION FOR PRACTICE, ALLOW THAT

MEMBER TO ENGAGE IN A ROLE PLAY OF THE SITUATION. RECRUIT A VOLUNTEER PARTNER. ATTEND TO, AND GIVE FEEDBACK ON, HOW WELL MEMBERS' FACIAL EXPRESSIONS MATCH WHAT THEY ARE SAYING IN THESE ROLE PLAYS AND THE REACTION THAT SUCH FACIAL EXPRESSIONS ARE LIKELY TO ELICIT.)

Leader: That was very good. Those are important situations that you came up with.

Leader: Everybody did a really good job today. Before we break for a snack/activity, does anybody have any questions about what we did today?

Out-of-session Practice Instruction

Leader: Try to keep your eye contact, body position, body posture, and facial expression in mind in the real-life interactions you have with your friends, classmates, parents, teachers, and other people. See whether it makes a difference in how you get along with them. You can tell us about it next time.

Snack/Group Reward

Leader: OK. Let's have a snack/activity. While we have a snack/activity we can plan something for fun at the end of our next session.

Session 6

NONVERBAL COMMUNICATION, PART IV

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSUL MODELING - CHAPTER 4.4, AND INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS CUES; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome. How is everybody today?

Review

Leader: Let's take a few minutes to review what we worked on last time. Can anybody describe what we did?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, we talked about facial expression. Would anyone like to say anything about how they did with that behavior during the week?

Group: (OPPORTUNITY TO RESPOND)

Leader: Can anybody tell us about any effect that someone else's nonverbal skills had on them – you know, how someone else's facial expression, eye contact, body position, or body posture made you feel?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Well, today we're going to talk about one more nonverbal skill: voice quality.

Can anyone describe what we mean by voice quality?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right. It's pretty simple. It means what your voice sounds like: Is it loud or quiet? Do you speak quickly or slowly? It your voice high or low? Does your voice go up and down when you talk, or does it sound sort of flat without ever going up or down? Again, just as with the other nonverbal behaviors, people often make guesses about what we think and feel based on the way we use our voice when we talk.

Let's take a look at the lists of liked kids, disliked kids, and ignored kids cues. Does anybody see a cue that sounds a little like voice quality?

Group: (OPPORTUNITY TO IDENTIFY VOICE QUALITY CUES IN THE LISTS)

(NOTE TO LEADERS: IF GROUP MEMBERS DO NOT IDENTIFY A VOICE QUALITY CUE THAT EXISTS IN THE LISTS, POINT IT OUT TO THEM. FOR EXAMPLE, "WELL, YOU SAID THAT YOU JUST IGNORE KIDS WHOM NOBODY NOTICES. I WONDER IF PART OF THE REASON NO ONE NOTICES THEM IS THAT THEY TALK TOO QUIETLY. IS THAT TRUE OF THOSE KIDS WHO DON'T GET NOTICED?" IF GROUP MEMBERS DO NOT IDENTIFY ANY VOICE QUALITY CUES IN THEIR LISTS, AND IF YOU CONCUR, PREFACE THIS NEXT COMMENT WITH, "WELL, MAYBE VOICE QUALITY ISN'T ON THE LISTS BECAUSE IT'S NOT TOO IMPORTANT IN YOUR GROUPS, BUT LET'S TALK ABOUT VOICE QUALITY A LITTLE TO MAKE SURE WE HAVEN'T JUST FORGOTTEN TO CONSIDER IT.")

Leader: Can anyone tell me what you might think if someone talked to you in a very, very quiet voice?

Group: (OPPORTUNITY TO RESPOND)

Leader: What you've said is very interesting to me.

(NOTE TO LEADERS: ADD YOUR HONEST RESPONSE, FOR EXAMPLE, "THAT KIND OF VOICE QUALITY MAKES ME THINK THE SAME THING" OR "I MIGHT THINK THEY WERE AFRAID.")

How about if someone talked to you very quickly, as though their words were racing out of their mouths?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: OFFER YOUR HONEST REACTION AND NOTE WHETHER IT IS IN AGREEMENT OR DISAGREEMENT WITH THE GROUP. IF LEADERS ARE IN DISAGREEMENT, NOTE THAT OFTEN DIFFERENT PEOPLE REACT DIFFERENTLY TO THE SAME NONVERBAL BEHAVIOR. YOU MIGHT FIND IT APPROPRIATE TO OFFER SOMETHING LIKE, "IF I HEARD SOMEONE SPEAKING REALLY FAST I MIGHT THINK THEY WERE IN A HURRY.")

Leader: Remember, all these messages are perfectly fine to send if they're the message you want to send, but it's important to pay attention to them so that you don't send the wrong message accidentally. Sometimes you might need to ask yourself, "How do I need to behave in order to get the other person to understand what I mean?"

Well, one more time, we're going to go through some role-plays. After each role play, be ready to tell us what you thought about our voice quality and how you think you would feel if we talked to you like that. Also watch out for how we use . . what? . . . do you remember? . . . eye contact, body position, body posture, and facial expression. Remember, we'll videotape each of these role plays.

Modeling

ROLE PLAY SCRIPT

PLAYER A: (NAME), DO YOU HAVE A PARTNER FOR THE SCIENCE PROJECT?

PLAYER B: NOT YET. DO YOU?

PLAYER A: NO. DO YOU WANT TO WORK TOGETHER?

PLAYER B: OK. I'D LIKE THAT.

(NOTE TO LEADERS: GROUP LEADERS ENACT A TOTAL OF THREE ROLE PLAYS FROM THE SCRIPT. THE FIRST TWO ROLE PLAYS WILL DEMONSTRATE EXTREME EXAMPLES OF VOICE QUALITY. IN BOTH EXTREME ROLE PLAYS, ONLY PLAYER *A* ALTERS HIS/HER VOICE QUALITY. PLAYER *B* USES WHATEVER VOICE QUALITY IS NORMAL FOR HIM/HER THROUGHOUT. IN THE FIRST ROLE PLAY, PLAYER *A* SHOUTS AT PLAYER *B*. IN THE SECOND ROLE PLAY, PLAYER *A* WHISPERS AND MUMBLES TO PLAYER *B*. FINALLY, IN THE THIRD ROLE PLAY, BOTH PLAYERS USE NORMAL VOICE QUALITY *AS DIRECTED BY MEMBERS OF THE GROUP.*)

(ENACT AND VIDEOTAPE FIRST VOICE-QUALITY ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my voice quality?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me or about what I meant by what I said and did?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP-LEADERS' ROLE PLAY)

Leader: OK. You don't think we did too good a job. Let's try again.

(ENACT AND VIDEOTAPE SECOND ROLE PLAY.)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my voice quality?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What would you have liked to have seen me do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR NEXT GROUP LEADERS' ROLE PLAY)

Leader: Those are great suggestions. This time we'll try to take your advice.

(NOTE TO LEADERS: ALLOW GROUP MEMBERS TO GUIDE YOU IN WHAT IS NORMAL VOICE QUALITY FOR THEIR PEER GROUP BECAUSE DEFINITION OF APPROPRIATE VOICE QUALITY MAY VARY ACROSS GROUPS.)

Leader: (AFTER "APPROPRIATE VOICE QUALITY" ROLE PLAY)

Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(SPOKEN BY LEADER WHO WAS PLAYER 'A') How was my voice quality?

Group: (OPPORTUNITY TO RESPOND)

Leader: (SPOKEN BY LEADER WHO WAS PLAYER 'A') What do you think it made (CO-LEADER'S NAME) think about me?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Role Play and Feedback

Leader: Now it's your turn. We want you to try to use what you feel is the most appropriate type of voice quality for the situation. Keep to the same words we used in the role-play so that the only thing you need to pay attention to is your voice quality. Later, we can practice with different situations if you want. Remember, everybody else, pay attention to the role players' voice quality. While you're at it, watch for eye contact, body position, body posture, and facial expression too. We'll videotape again so that we can all watch these role plays.

The rest of us are going to do the same thing we did before. After a role play is done, we'll give our opinions on how well the voice quality fit. Who wants to go first?

(NOTE TO LEADERS: ALLOW THE FIRST TWO VOLUNTEERS TO ROLE PLAY TOGETHER. IF NO ONE OR ONLY ONE VOLUNTEERS, SELECT ROLE PLAY PARTNERS. IT IS YOUR JOB TO REINFORCE THE GROUP MEMBERS FOR VOLUNTEERING FOR, COMPLETING, AND USING APPROPRIATE BEHAVIORS IN ROLE PLAY INTERACTIONS. AS GROUP MEMBERS PROVIDE YOU AND THE ROLE PLAYERS WITH FEEDBACK, STRESS YOUR PLEASURE WITH THE THINGS THEY DID WELL AND THEN GENTLY, BUT SERIOUSLY, POINT OUT THINGS THAT COULD HAVE BEEN DONE DIFFERENTLY WITH BETTER CONSEQUENCES. HAVE ROLE PLAYERS AND GROUP MEMBERS SUGGEST ALTERNATIVE WAYS OF BEHAVING IN THE SITUATION AND POINT OUT WHY AN ALTERNATIVE MIGHT HAVE BEEN A BETTER CHOICE. EXPRESS YOUR PLEASURE AT THEIR ABILITY TO LISTEN TO CONSTRUCTIVE CRITICISM, AND ASK THEM TO DO THE ROLE PLAY AGAIN USING THE ALTERNATIVE BEHAVIORS. AFTER THE SECOND ROLE PLAY, HIGHLIGHT ANY MOVEMENT TOWARD IMPROVEMENT AND INCORPORATION OF SUGGESTIONS FOR ALTERNATIVE BEHAVIORS.)

(AFTER ROLE PLAY TO ROLE PLAY PAIR.) Good job! Thanks for doing that role play. Let's take a look at that role play again before we talk about it. (PLAY VIDEOTAPE.)

(TO ROLE PLAY PAIR) What did you think of the voice quality you used? What do you think of the voice quality your partner used?

(TO GROUP) How about the rest of you? What do you think about the voice quality they used?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What do you think it made their partners think about them?

Group: (OPPORTUNITY TO OFFER REACTIONS)

Leader: What would you have liked to have seen them do instead?

Group: (OPPORTUNITY TO OFFER SUGGESTIONS FOR THE PAIR'S NEXT ROLE PLAY)

Leader: OK. Keep in mind what everyone said and try again.

(AFTER ROLE PLAY.)

Good job. Let's take a look at that role play again. (PLAY VIDEOTAPE.)

What does everyone think about this role play?

(NOTE TO LEADERS: MAKE SURE THIS FEEDBACK ENDS ON A POSITIVE NOTE.)

Great. Who will go next?

(NOTE TO LEADERS: REPEAT ROLE PLAY AND FEEDBACK ACTIVITY UNTIL ALL MEMBERS HAVE HAD AN OPPORTUNITY TO DO A ROLE PLAY, GET FEEDBACK, AND DO A CORRECTED ROLE PLAY.)

That was very good. I think we have some good role players in here.

Leader: (OMIT FOR SHORTER SESSION.) Now, let's try to make this a little bit more like real life. Who can come up with their own situation in which they'd like to practice voice quality? It can even be a situation in which you've felt you've had a hard time with voice quality. You can work with a partner and pretend that you're really in that situation all over again, and the rest of us will try to help you find the best type of voice quality to use. Remember, keep them kind of short. Any volunteers?

(NOTE TO LEADERS: IF A CHILD VOLUNTEERS A SITUATION FOR PRACTICE, ALLOW THAT CHILD

TO ENGAGE IN A ROLE PLAY OF THE SITUATION. RECRUIT A VOLUNTEER PARTNER. REPEAT THIS ACTIVITY UNTIL EVERYONE HAS HAD A TURN OR UNTIL TIME RUNS OUT.)

Leader: That was very good. Those are important situations that you came up with.

Leader: Everybody did a really good job today. Before we break for a snack/activity, does anybody have any questions about what we did today?

Out-of-session Practice Instruction

Leader: Try to keep your eye contact, body position, body posture, facial expression, and voice quality in mind in the real-life interactions you have with your friends, classmates, parents, teachers, and other people. See whether it makes a difference in how you get along with them. You can tell us about it next time.

Snack/Group Reward

Leader: OK. Let's have a snack/activity. While we have a snack/ activity we can plan what we want to do next time.

Session 7

SOCIAL PROBLEM SOLVING MODEL, PART I

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2 AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER-SIZE SHEETS OF PAPER AND MARKING PENS

Greeting

Leader: Hi, everyone. It's nice to see you again.

Review

Leader: Let's take a few minutes to review what we've worked on during our first few sessions. Who can describe what we did?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right. We've talked mostly about nonverbal behavior and the importance of paying attention to *how* you say things and *what* you do while you are talking. We said that *five* important nonverbal social behaviors were: eye contact, body position, body posture, facial expression, and voice quality. Can anyone give examples of how they used any of these nonverbal behaviors since we met last?

Group: (OPPORTUNITY TO RESPOND)

Leader: Can anyone give examples of how other people used these nonverbal behaviors?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Do you remember that when we started to talk about nonverbal behaviors we called them "little behaviors" or behaviors that are easily overlooked?

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, we're going to keep those little behaviors in mind, but from now on we're going to concentrate on how to handle real problems that come up when we're with people. We'll also be talking about how to decide what kinds of behaviors to use, depending on whom we are with, in order to communicate as we want.

During the sessions to come, we're all going to pay attention to how we behave in a variety of practice situations, and we'll try to see if we act in ways that people in our groups would like or not like.

Often, people act in ways that other people don't like purely by accident. If you don't pay attention to your behavior, it doesn't always come out the way you'd like. Especially in social situations in which you're likely to get nervous or angry, it's difficult to just step back and try to think about what your behavior looks like to another person. Can anyone think of a time when you regretted the way you acted with another person? Or maybe you found youself thinking about something that happened in the past and saying to yourself, "Oh, why didn't I think to say that then?"

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, the bad news is that that's an experience we all have. The good news is that it doesn't have to be that way. If we use a *system* for handling social situations, especially difficult or important social situations, we can come up with those *good* things to say during the situation and not 2 hours later!

Does anybody have any ideas about the kinds of things a system for handling social situations should include?

Group: (OPPORTUNITY TO RESPOND)

Leader: Well, we have a system that we would like to share with you.

(NOTE TO LEADERS: IF GROUP MEMBERS HAVE IDENTIFIED ANY OF THE PROBLEM SOLVING STEPS IN RESPONSE TO THE QUESTION ABOVE, POINT THIS OUT IN YOUR RESPONSE.)

It's simple to remember; it only has four steps, but it's helped a lot of people step back, look at the situation, and decide how they want to act. The four steps are easy to remember, but I'll write them down anyway. They are

RELAX
SET A GOAL
MAKE A LIST
CHECK IT OUT

(NOTE TO LEADERS: WRITE STEPS ON POSTER PAPER.) Let's start with the first step: RELAX. This step is very important in social situations. Can anybody think of a reason why relaxing would be important in a social situation?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right. Social situations are just like a lot of other activities in which getting nervous or upset prevents you from thinking clearly and, therefore, keeps you from doing your best. Can anybody think of other times when being very nervous gets in the way?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right. For example, if you're playing basketball and you're just a little nervous, you'll probably pay close attention and do well, but if you're very nervous, you're likely to make errors that you wouldn't ordinarily make. Or, when you're taking a test at school, if you're a little nervous you'll probably be OK, but if you're very nervous you might even forget things that you know well.

I guess we all agree that it's important to relax if you get too nervous. First, though, you have to be able to tell when you are nervous. Now, that sounds silly, but many people don't pay attention to the signals their bodies give them about a lot of things, including being nervous.

I know that I can tell when I'm nervous because my heart beats faster. (LEADER MAY OFFER ANY OTHER PHYSIOLOGICAL SIGNAL OF ANXIETY.) What signals does your body give you that let you know you're getting nervous?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: IF MEMBERS DON'T PROVIDE THESE CUES, OFFER THE FACT THAT PHYSIOLOGICAL SIGNS SUCH AS SWEATY PALMS, RAPID BREATHING, STOMACH UPSET, AND MUSCLE TIGHTNESS, ESPECIALLY IN THE SHOULDERS AND NECK, OFTEN SIGNAL ANXIETY.)

Leader: If you can get good at spotting when you're nervous, you can get better control of your social behavior. Can you recall any times when you felt one of these signs of nervousness in a social situation or any other situation?

Group: (OPPORTUNITY TO RESPOND)

Leader: You know, I felt a little nervous when this group first got started. Did anybody else feel that way then?

Group: (OPPORTUNITY TO RESPOND)

Leader: Many people feel nervous in new situations, and in other situations as well.

When you spot one of these signs, it's time to relax to clear your head and *get back into control*. Many people find that it's easier to relax in an upsetting situation if they have some little trick to rely on that helps them relax.

You've probably heard people talk about "counting to 10" before they act in an upsetting situation. Well, that's an example of a little trick that helps them relax.

Do any of you have any good tricks that you use to help yourself relax or maybe a trick you've heard other people talk about that helps them relax?

Well, today we're going to talk about a short strategy we have to relax, and it's one that you can use right in the middle of a difficult situation.

Group: (OPPORTUNITY TO RESPOND)

Leader: Here's how it goes. Why don't you try it out as I tell you about it?

For practice, and because this will be your first time doing it, it will probably work better if you close your eyes and if we turn out the lights. Don't worry, you won't have to close your eyes and turn off the lights every time you want to relax. But for now, close your eyes. (LEADER TURNS OFF LIGHTS.)

(NOTE TO LEADERS: THIS WILL BE MOST EFFECTIVE IF YOUR TONE OF VOICE IS SOFT AND RELAXED. SPEAK SLOWLY AND PAUSE BETWEEN SENTENCES. IF ANY CHILDREN APPEAR TO BE AFRAID OR UPSET, SAY THAT THIS IS A PROCEDURE THAT *THEY* CAN USE TO ALLOW THEMSELVES TO RELAX *WHEN THEY WANT TO RELAX*. IT IS IMPORTANT TO EMPHASIZE TO THE MEMBERS THAT THEY ARE THE ONES ALLOWING THEMSELVES TO RELAX AND THAT NOTHING IS BEING DONE TO OR FOR THEM.)

Everyone has their eyes closed, that's good. Now I'm going to ask you to pay attention to your body. We already have talked about signals that your body gives you that tell you you're nervous. Those signals were sweaty palms, upset stomach, sore muscles, things like that. Pay attention to your body now and check whether it's giving you any of those signals. Because we've all been working hard in this session, we're all probably just a little tense. See whether you can find any tension in your body.

(NOTE TO LEADERS: IT IS MOST EFFECTIVE NOT TO ASK FOR RESPONSES NOW BECAUSE TALKING BY GROUP MEMBERS WILL INTERFERE WITH ATTEMPTS TO RELAX.)

OK, now that you've found any signs of tension that you have, take a nice, slow, deep breath. Now, slowly let it out and as you let it out imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes and down to the floor. Imagine that your stomach upset or the sweat on your palms is floating down to the floor too. Pay attention to how nice it is to breath in regular, deep breaths. Again, take a nice, slow, deep breath and very slowly let it out, letting all your tension leave with it.

You can open your eyes now. How to you feel? (LEADER TURNS THE LIGHTS ON.)

Group: (OPPORTUNITY TO RESPOND)

Leader: (NOTE TO LEADERS: IF SOME CHILDREN REPORT THAT THEY WERE UNABLE TO RELAX, SUGGEST THAT RELAXATION GETS EASIER, AND WE ALL GET BETTER AT IT, THE MORE WE PRACTICE. MAKE SURE THAT MEMBERS WHO WERE NOT ABLE TO RELAX HEAR THAT THEY HAVE NOT FAILED AND THAT THE GROUP WILL CONTINUE TO PRACTICE AND THAT RELAXATION SHOULD GET EASIER AND EASIER.)

That was a good relaxation practice. I know it seems it took a long time to do, but that was because it was practice. If you try to use this in real life, you'll be surprised at how good you'll get at relaxing.

Out-of-session Practice Instruction

Leader: We'd like you all to try this trick for relaxing between now and the time we meet again. When you try it in a real life situation, though, you don't have to close your eyes.

Before we stop for today, I'd like you to come up with some situations that you're likely to encounter during the coming week where you usually get nervous. Who will go first?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: MAKE SURE EVERYONE RESPONDS IN SOME WAY TO THIS QUESTION.)

Leader: This week, in those situations, try our trick for relaxing. Does anybody have any questions about how to use it?

Group: (OPPORTUNITY TO RESPOND)

Leader: Remember, it's (1) find the signs of tension in your body and (2) take a nice, slow deep breath and imagine the tension floating off with your breath when you exhale. You can repeat the deep breath if you need to. Tell us how this worked for you when we get together next week.

Snack/Group Reward

Leader: Time for a snack/activity. Who has an idea for what our reward time should be next time?

Session 8

SOCIAL PROBLEM SOLVING MODEL, PART II

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, AND INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING HYPOTHETICAL PROBLEM SITUATIONS FROM SCRIPT; POSTER PAPER LISTING PROBLEM SOLVING STEPS; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS

Greeting

Leader: Welcome back. How is everyone today?

Review

Leader: Who will be first to give an example of a situation in which they tried to relax during the week?

Group: (OPPORTUNITY TO RESPOND)

Leader: How about a situation in which you didn't try to relax at the time, but thinking back, you think it might have been useful to relax?

Group: (OPPORTUNITY TO RESPOND)

Leader: How about a situation you saw in which you thought another person should have relaxed. Maybe you thought they acted without thinking or did something stupid because they were angry or tense?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Today, we are going to talk about the next two steps in our social problem solving model. Remember that the model has four steps in it: RELAX, SET A GOAL, MAKE A LIST, and CHECK IT OUT. Who can review how RELAX is helpful in a problematic social situation?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: MAKE SURE THAT THE FOLLOWING TWO IDEAS ARE CONVEYED: (1) RELAXING GIVES YOU A CHANCE TO CLEAR YOUR HEAD AND THINK ABOUT WHAT TO DO WHEN YOU FIND YOURSELF IN A SOCIAL SITUATION IN WHICH YOU FEEL ANXIOUS OR ANGRY AND (2) A GOOD, QUICK WAY TO RELAX IS TO FIND TENSE SPOTS IN YOUR BODY, TAKE A DEEP BREATH, AND IMAGINE THE TENSION LEAVING AS YOU EXHALE THAT DEEP BREATH.)

Leader: Let's work on SET A GOAL next. Who has an idea about what this step of our social problem solving model involves?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: PAY CAREFUL ATTENTION TO RESPONSES FROM GROUP MEMBERS AND ACKNOWLEDGE ALL APPROXIMATIONS TO *CLASSIC'S* DEFINITION OF "SET A GOAL.")

Leader: Right. It means to decide what you want to get out of a social situation.

Why do you think setting a goal for a difficult social situation might be important?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: GUIDE GROUP MEMBERS TOWARD STATING, OR STATE FOR THEM, THAT GOAL SETTING IS IMPORTANT BECAUSE WE CAN'T PLAN HOW TO ACT UNLESS WE KNOW WHAT WE WANT TO ACHIEVE.)

Leader: When is it time to set a goal? *At the first sign of trouble* (in other words, as soon as you finish relaxing after you've noticed that you're tense and angry.)

There are pitfalls to avoid in setting a goal. You can avoid them if you keep these rules in mind:

1. Set goals only for yourself and never for other people. In other words, you're asking for trouble if you set a goal like "I want this new person at school to like me." You can't magically make this new person like you, so that's a goal that's doomed to failure. Make your goal something that *you* can do; something that you *have control over.* For example, "My goal is to start a conversation with this new person."
2. Keep the goals short term. Ask yourself how you'd like the situation to end in a few minutes instead of hours, days, or years down the road.

Let's look at some examples of problematic social situations that other people have found themselves in, in order to get an idea of how SET A GOAL works.

EXAMPLE 1 FOR ELEMENTARY-SCHOOL AGES

In the school cafeteria, Malcolm accidentally sits next to William, a new boy in his class. Malcolm thinks he would like William a lot. Because Malcolm has gone through social skills training, he knows that this situation calls for relaxing, which he does. Then he sets a goal. He comes up with, "My goal is to have William as my best friend."

EXAMPLE 1 FOR JUNIOR-HIGH AND HIGH-SCHOOL AGES

Malcolm accidentally sits next to a new girl in the school cafeteria. Malcolm has noticed this girl before and, although he doesn't know her, he thinks he would like her a lot. Because Malcolm has gone through social skills training, he knows that this situation calls for relaxing, which he does. Then he sets a goal. He comes up with "My goal is to marry this girl."

Leader: What do you think of Malcolm's goal? How could he restate that goal so that it's more realistic, so that it is a goal for himself and his behavior and a goal for now, not the future?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: ACKNOWLEDGE APPROXIMATIONS TO THE FOLLOWING, OR ANY OTHER SHORT-TERM GOALS EXPRESSED IN TERMS OF MALCOLM'S BEHAVIOR. WITH ELEMENTARY-SCHOOL AGES A REASONABLE GOAL MIGHT BE, "MY GOAL IS TO LOOK LIKE A NICE/INTERESTING PERSON TO WILLIAM." WITH JUNIOR-HIGH AND HIGH-SCHOOL AGES A REASONABLE GOAL MIGHT BE, "MY GOAL IS TO LOOK LIKE A NICE/INTERESTING GUY TO THIS GIRL OVER OUR LUNCH.")

Leader: That was good. Let's look at another example.

EXAMPLE 2 FOR ELEMENTARY-SCHOOL AGES

Jane is out on the playground with her class. The whole group decides to play volleyball, and now they have to choose teams. Two girls come over to Jane and say "Hey, clumsy, we'd never choose you for our team." This makes Jane very angry. First, she relaxes. Then she sets a goal. She comes up with "My goal is to get the school to make a rule that no one can play volleyball on the playground."

EXAMPLE 2 FOR JUNIOR-HIGH AND HIGH-SCHOOL AGES

Jane is called into the principal's office at school for being out in the corridor after the 3-minute pass time had elapsed. She was in the corridor after time because her locker was jammed and she needed to get a paper that was due in her next class. When she's called in, she's both nervous and angry. She relaxes. Then she sets a goal. She comes up with, "My goal is to get the principal to decide to lengthen the pass time."

Leader: Is this a good or bad goal statement and why?

Group: (OPPORTUNITY TO RESPOND)

Leader: How could it be restated? Is there a way to restate it to make it better?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: ACKNOWLEDGE APPROXIMATION TO THE FOLLOWING, OR ANY OTHER SHORT-TERM GOALS STATED IN TERMS OF JANE'S BEHAVIOR. WITH ELEMENTARY SCHOOL AGES, A REASONABLE GOAL MIGHT BE, "MY GOAL IS TO FIND A WAY TO HAVE SOME FUN DURING VOLLEYBALL TIME." WITH JUNIOR-HIGH AND HIGH-SCHOOL AGES, A REASONABLE GOAL MIGHT BE, "MY GOAL IS TO GIVE THE PRINCIPAL AN EXPLANATION THAT GETS ME OUT OF TROUBLE." IF GROUP MEMBERS RESPOND TO "JANE'S RESPONSIBILITY IS TO ACT TO MAKE THINGS BETTER FOR HER CLASSMATES," ACKNOWLEDGE THIS WITH SOMETHING LIKE, "JANE CAN ALWAYS TELL THE STUDENT COUNCIL ABOUT THIS LATER AND THEY ARGUE THAT THE PASS TIME SHOULD BE LENGTHENED, BUT RIGHT NOW, JANE HAS AN *IMMEDIATE* PROBLEM THAT NEEDS AN *IMMEDIATE* SOLUTION.")

Group: (OPPORTUNITY TO RESPOND)

Leader: (OMIT FOR SHORTER SESSION) Who can come up with social situations in which you've had trouble lately?

Do you have any social situations you've already identified as ones in which you've noticed the need to relax? You know, situations in which you get nervous or angry.

I'll write each situation down on a piece of paper, and we can all work on setting a goal for that situation.

Group: (OPPORTUNITY TO GENERATE PROBLEM SITUATIONS)

Leader: (NOTE TO LEADERS: BRIEFLY WRITE DOWN EACH SITUATION ON POSTER PAPER, WHICH WILL BE

BROUGHT BACK TO THE NEXT SESSION. MAKE SURE YOU LEAVE ENOUGH ROOM AFTER WRITING DOWN THE SITUATION, SO THAT YOU CAN LATER ADD: (1) WHERE TO RELAX; (2) WHAT THE GOAL IS; AND (3) THE LIST OF POSSIBLE SOLUTIONS. FOR EACH ONE, ASK THE FOLLOWING TWO QUESTIONS: (1) "WHERE SHOULD YOU HAVE RELAXED? IN OTHER WORDS, WHEN DID YOU FIRST FEEL NERVOUS OR ANGRY?" (2) "WHAT WAS YOUR GOAL? IN OTHER WORDS, HOW DID YOU WANT THE SITUATION TO END?" AVOID THE TEMPTATION TO INVOLVE MEMBERS IN LISTING SEVERAL POSSIBLE GOALS AND THEN CHOOSING THE BEST. WHEN GROUP LEADERS ATTEMPT TO HAVE PARTICIPANTS EVALUATE ALTERNATIVE GOALS, THE PARTICIPANTS OFTEN BECOME CONFUSED. THIS STEP SHOULD BE TREATED AS A SIMPLE ONE. IT IS SIMPLY A MATTER OF ASKING, "HOW DO I WANT THIS TO WORK OUT?" ONLY IF A GOAL IS LONG TERM OR STATED AS A GOAL FOR SOMEONE ELSE'S BEHAVIOR SHOULD IT BE CHALLENGED. IN SUCH A CASE, ASK THE GROUP MEMBER TO "REWORD THAT SAME GOAL SO THAT IT IS A GOAL FOR YOUR BEHAVIOR AND SOMETHING FOR THE NEAR FUTURE." BE PREPARED TO MODEL THESE "TRANSLATIONS" FOR GROUP MEMBERS WHEN THIS STEP IS FIRST INTRODUCED.)

Leader: That was good. We said we'd work on one more step today: MAKE A LIST. Who has an idea about what gets done in that step?

Group: (OPPORTUNITY TO RESPOND)

Leader: MAKE A LIST simply means: Come up with all the things you could possibly to do achieve your goal. This is a very simple step. You don't even have to worry about how good each of these solutions is, at least not yet. Just come up with all the things you *could* do to meet your goal, good or bad. We'll worry about picking the best one next time.

I'll write down your ideas for each situation on the paper for the situation so we can look at them next time too.

Let's start with the situation with Malcolm. What are all the things he could possibly do to meet his goal?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: IF GROUP MEMBERS HAVE DIFFICULTY GENERATING ALTERNATIVES, BE PREPARED TO MODEL THIS ACTION FOR THEM. WHEN YOU MODEL "MAKE A LIST," MAKE SURE TO DEMONSTRATE THAT YOU ARE SIMPLY BRAINSTORMING. IN OTHER WORDS, OFFER BOTH *UNREASONABLE AND GOOD* SOLUTIONS TO THE PROBLEM. FOR EXAMPLE, IN THE JUNIOR HIGH/ HIGH SCHOOL SITUATION WITH MALCOLM, YOU MIGHT OFFER THE FOLLOWING SOLUTIONS: (1) HE COULD SPILL HIS FOOD ON HER AND THEN APOLOGIZE FOR IT; (2) HE COULD ASK, "ARE YOU NEW HERE?" WRITE SOLUTIONS ON POSTER PAPER THAT HOLDS THE SITUATION DESCRIPTION.)

Leader: That was good. How about the situation with Jane? What are all the things she could do to meet her goal?

What are the *specific things she could say?*

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: BE PREPARED TO MODEL IF NECESSARY. IF GROUP MEMBERS OFFER SOLUTIONS THAT ARE VAGUE IN ANY WAY, FOR EXAMPLE, IN THE HIGH SCHOOL SITUATION WITH JANE, " JANE COULD EXPLAIN HERSELF," ASK FOR A MORE SPECIFIC RESPONSE BY SAYING, "WHAT SPECIFICALLY COULD JANE SAY?" ACKNOWLEDGE THAT IN A SITUATION LIKE THIS, IT IS FINE TO HAVE MANY ALTERNATIVES, EACH OF WHICH IS A DIFFERENT THING JANE COULD SAY TO THE PRINCIPAL. WRITE SOLUTIONS DOWN ON POSTER PAPER.)

Group: (OPPORTUNITY TO RESPOND)

Leader: (OMIT FOR SHORTER SESSION) (NOTE TO LEADERS: PROCEED IN SIMILAR FASHION WITH EACH OF THE PERSONAL SITUATIONS IDENTIFIED BY GROUP MEMBERS.)

Out-of-session Practice Instruction

Leader: That was very good. We'll keep our notes on the situations, goals, and solutions you came up with today, and next time we'll work on picking the best solutions for each situation. During the week, pay attention to social situations that make you nervous or angry, and maybe we can work on more situations next time.

Snack/Group Reward

Leader: Time for a snack/activity. What kind of snack/activity would be good for next time?

Session 9

SOCIAL PROBLEM SOLVING SYSTEM, PART III

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, AND INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, AND INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING HYPOTHETICAL SITUATIONS, GOALS, AND POSSIBLE SOLUTIONS WORKED WITH DURING THE PREVIOUS SESSION; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS; [OMIT FOR SHORTER SESSION] POSTER PAPER LISTING MEMBERS' PERSONAL SITUATIONS, GOALS, AND POSSIBLE SOLUTIONS WORKED WITH DURING PREVIOUS SESSION.

Greeting

Leader: Welcome back. It's good to see everyone.

Review

Leader: Who can tell us about times they used steps of the problem solving method we've been working on—you know, RELAX, SET A GOAL, and MAKE A LIST?

Group: (OPPORTUNITY TO RESPOND)

Leader: How about the nonverbal behaviors we've worked on? First, who can list them? Remember, there were five.

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, eye contact, body position, body posture, facial expression, and voice quality.

Who can describe a situation in which they used one or more of these nonverbal behaviors? How about a situation in which you saw someone else using these nonverbals?

New Didactic and Discussion

Leader: We've got one more social problem solving step to review before we can put them all together and really make them work for us. That last step is called CHECK IT OUT. What do you suppose that means? What do you think goes on in that step?

Group: (OPPORTUNITY TO RESPOND)

Leader: (NOTE TO LEADERS: ACKNOWLEDGE APPROXIMATIONS TO THE DEFINITION.)

Well, we think this step is very important. So far, what we've talked about in problem solving has been when to relax, then the need to set a goal, and, finally, the importance of making a list of all the things you could possibly do to meet your goal in that situation. One thing we haven't taken care of so far is what to do with that list of possible ways to act. We all know you can do only one of those things on your list or at least only one at a time. How do you select which one to use or which one to choose first? Well, you need to look at each possible solution and check it out.

Who has some ideas about what you look for when you check out a solution to a social problem?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: ACKNOWLEDGE APPROXIMATIONS TO THE DEFINITION.)

Leader: Right. For most things that happen in the world, there are consequences. You know, one thing happens, and something else naturally follows it. For example, not having your classwork done on time has a consequence. That consequence might be losing points for your grade.

(NOTE TO LEADERS: FEEL FREE TO OFFER OTHER EXAMPLES OF CONSEQUENCES THAT YOU FEEL ARE MORE RELEVANT TO YOUR GROUP MEMBERS' EXPERIENCES.)

I'm sure we'd all agree that there are consequences to the things people do when they are in situations with other people. Those consequences, those things that follow something that you do, can be either good or bad. If we *plan* our social situations, we can reduce the chance that we'll meet with bad consequences and increase the chance that we'll meet with good consequences.

Who can give some examples of what might be bad consequences in a social situation with kids your own age?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right. Things like getting hit, having someone decide they don't like you, getting left out of things, getting called a snob, or something like that. (FOR ADOLESCENTS ADD: getting turned down for a date.)

Well, those are pretty awful things, or at least things/consequences, that most of us would probably want to avoid. So if we can check out the solutions we come up with in a social situation, we can toss out the ones that will bring us bad consequences or get us hurt (either physically or in some other way) while we are trying to reach the goal we've set. Sometimes, in social situations, it's easy to overlook consequences that might come from people other than the kids we're in the situation with. For example, things like getting sent to the principal's office, getting in trouble with the police, or getting a note sent to your parents are also consequences most of us would want to avoid if possible, so it makes sense to ask ourselves about these consequences, too, in CHECK IT OUT. How else can we check it out?

One very good way to check out our solutions, that we can use in this group, is to take a look at the lists of things you've come up with that make you decide to like, dislike, or ignore other people. If one of your solutions involves the kind of things that lead you to dislike or ignore people, you'll probably want to toss it out.

OK. It sounds like we have two questions to ask for each of our MAKE A LIST solutions: "Is it on my list of disliked or neglected peers?" and "Will it have any other bad consequences for me?" If you have to answer "yes" to either question, you'll probably want to toss that solution away.

Any questions or comments?

Group: (OPPORTUNITY TO RESPOND)

Leader: Let's practice using CHECK IT OUT. Remember the situation with Malcolm?

(NOTE TO LEADERS: BRING OUT THE POSTER PAPER WITH THAT SITUATION AND REREAD THE SITUATION. IN THE SCRIPT THAT FOLLOWS, FILL IN THE BLANKS WITH RESPONSES THAT GROUP MEMBERS GENERATED IN LAST SESSION.)

We decided Malcolm should RELAX when ________ and that his goal was ________________. When we made a list we came up with the following solutions that would get him to his goal: ________________, ________________, ______________________, ______________________, . . .

Let's start with the first possible solution and, one by one, check to see whether anything like it appears on the list of things that make us dislike people or on the list of things tha make us ignore people. What do you think?

Group: (OPPORTUNITY TO RESPOND)

Leader: Will it bring any other bad consequences for Malcolm?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS SOLUTIONS ARE JUDGED TO BE PROBLEMATIC, USE MARKING PEN TO CROSS THEM OFF THE LIST. IF, AFTER CHECK IT OUT, MORE THAN ONE POSSIBLE SOLUTION REMAINS, ASK THE GROUP TO CHOOSE ONE THEY THINK MALCOLM SHOULD USE. IN MAKING THIS CHOICE, INVITE GROUP MEMBERS TO ASK THEMSELVES: (1) WHICH RESPONSE WOULD BE EASIEST FOR THEM TO USE AND (2) DOES ANY RESPONSE APPEAR ON THE LIST OF CHARACTERISTICS OF LIKED PEERS? REPEAT THIS PROCEDURE FOR THE SITUATION WITH JANE.)

Leader: (OMIT FOR SHORTER SESSION) (NOTE TO LEADERS: REPEAT THE ABOVE PROCEDURE FOR THE SITUATIONS THAT GROUP MEMBERS GENERATED LAST TIME. FINALLY, ASK THEM FOR MORE EXAMPLES OF PROBLEMATIC SOCIAL SITUATIONS TO WORK ON AND GUIDE GROUP MEMBERS IN: IDENTIFYING WHEN TO RELAX, SETTING A GOAL, MAKING A LIST, AND CHECKING IT OUT. WRITING THIS OUT ON POSTER PAPER SHOULD MAKE THE STEPS CLEARER TO PARTICIPANTS.)

Out-of-session Practice Instruction

Leader: You all did a very good job today. We have six sessions left for our group. In these last six sessions, we're going to be using this problem solving model to handle problematic situations. Keep that in mind during the week. If you run into a tough situation, we can try to work it out together next time. Any questions?

Group: (OPPORTUNITY TO RESPOND)

Snack/Group Reward

Leader: Time for a snack (or other activity).

(NOTE TO LEADERS: HAVE GROUP PLAN REWARD FOR NEXT TIME.)

Session 10

IMPORTANT SOCIAL SITUATIONS, PART I: GETTING ACQUAINTED OR JUST PASSING TIME

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4., INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5, AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1; INSTRUCTIONS FOR STEP " SET A GOAL" - CHAPTER 4.6.2; INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3; INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER LISTING APPROPRIATE, HYPOTHETICAL *CLASSIC* SITUATION; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back!

Review

Leader: The last several times we've been going over the four steps of the problem solving system. Can anyone remember what the four steps are?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right. They are RELAX, SET A GOAL, MAKE A LIST, and CHECK IT OUT.

Did anyone use them since our last session?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did anyone use them in a social situation that was difficult?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which you want to get to know someone new or in situations in which you need to talk or simply spend time with someone.

Let's start out by relaxing. Because this is a social situation and one in which we know we're going to have to work hard, we're probably a little bit tense or nervous. I know I am. So let's take a few minutes to RELAX.

(NOTE TO LEADERS: YOU MAY WANT TO TURN OUT THE LIGHTS AT THIS TIME. WHEN GUIDING PARTICIPANTS IN THE RELAXATION EXERCISE, SPEAK SLOWLY AND PAUSE BETWEEN SENTENCES.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles in your shoulders or neck, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. As you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. Pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow, deep breath and very slowly, let it out, letting all of your tension leave with it.

You can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: I have a situation that I would like us to practice.

(NOTE TO LEADERS: FOR SHORTER SESSION SAY "I HAVE A SITUATION THAT'S AN EXAMPLE OF SOMEONE TRYING TO GET TO KNOW SOMEONE ELSE." IN

EITHER SHORT OR LONG SESSION, DISPLAY POSTER PAPER WITH SITUATION WRITTEN ON IT.)

EXAMPLE SITUATION FOR ALL AGES

Maria is new at school. Nancy lives near her and goes to her school. Maria thinks Nancy would be a good friend. She decides that today is the day she'll try to talk to Nancy. She is really nervous.

Leader: (OMIT FOR SHORTER SESSION) Let's help Maria with this situation. What's the first step?

Group: (OPPORTUNITY TO RESPOND)

Leader: (NOTE TO LEADERS: IF NO RESPONSES ARE FORTHCOMING, REMIND MEMBERS THAT THERE ARE FOUR STEPS TO THE PROBLEM SOLVING STRATEGY. ASK, "WHICH ONE COMES FIRST?")

Right, RELAX. Where should Maria relax?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: NOTE ON THE POSTER THE POINT AT WHICH GROUP MEMBERS SAY, "MARIA SHOULD RELAX." WRITE THE WORD "RELAX" ON THE POSTER NEAR THE WORD "NERVOUS.")

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: IF NO RESPONSES ARE FORTHCOMING, REMIND MEMBERS THAT THERE ARE FOUR STEPS TO THE PROBLEM SOLVING STRATEGY. SAY, "WE'VE ALREADY FIGURED OUT WHERE MARIA SHOULD RELAX. WHAT'S THE NEXT STEP?")

Leader: Right, SET A GOAL. If you were Maria, what would your goal be?

How would you want this situation to end?

What would you want to see happen at the end?

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things Maria could do to meet her goal of ______________. Remember, for right now it doesn't matter whether the solutions we come up with are good or bad. We'll worry about that later. Let's just come up with all the things we can do to meet that goal.

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: IF MEMBERS GIVE YOU VAGUE OR POORLY STATED ALTERNATIVES, ASK THEM TO BE SPECIFIC. FOR EXAMPLE, IF A MEMBER OFFERS "YOU CAN TALK TO HER," ASK, "WHAT ARE THE EXACT THINGS YOU COULD SAY?" MAKE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Leader: OK. One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution. Remember, let's look at the lists of things that people do that lead us to like, dislike, or ignore them. If a solution is something that appears on the "dislike" or "ignore" list, people probably don't like to see it, and we might want to toss it out. Let's also think about any other problematic consequences that a response might bring.

(NOTE TO LEADERS: READ *EACH* POTENTIAL SOLUTION ALOUD AND AFTER EACH ASK, "IS IT ON THE LIST OF DISLIKED OR IGNORED KIDS?" AFTER TIME FOR RESPONSE ASK, "COULD IT BRING YOU ANY OTHER BAD CONSEQUENCES OR ANY TROUBLE?")

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, MAKE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE. IF MORE THAN ONE SOLUTION REMAINS AFTER "CHECK IT OUT," HAVE THE MEMBERS SELECT ONE SOLUTION TO TRY. ASK THEM TO CONSIDER WHICH SOLUTION MIGHT BE EASIEST, OR ASK THEM TO CHECK WHETHER ONE OF THE REMAINING SOLUTIONS IS ON THE LIST OF LIKED-PEER CUES.)

Leader: Well, we did a good job of coming up with a solution.

Modeling

Leader: We haven't done any role playing for awhile, and I think it's time to do more. We (THE CO-LEADERS) will go first. One of us will be Maria and the other will be Nancy, and we'll try to use the solution you picked out. Just like the other times, we'll videotape our role play.

(ENACT AND VIDEOTAPE THE SOLUTION THAT THE MEMBERS SELECTED.)

It felt good to do a role play again. Before you tell us what you thought, let's take a look at the videotape of that role play.

(PLAY VIDEOTAPE.)

Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: If you were involved in that situation, how do you think you would have felt?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned? Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Role Play and Feedback

Leader: Now it's your turn. But instead of role playing the situation we came up with, we'd like you to work on situations of your own.

Remember the theme for today is getting to know someone new or simply having a conversation. Who has an example of a situation in which they wanted to meet a new person or have a conversation with someone they already knew?

(NOTE TO LEADERS: FOLLOW THE SAME PROCEDURE WITH MEMBERS' EXAMPLE SITUATIONS AS IS SUGGESTED FOR THE *CLASSIC* SITUATION–MAKE SURE TO WRITE A SIMPLE, ACCURATE DESCRIPTION OF THE SITUATION ON POSTER PAPER. THEN INVITE GROUP MEMBERS TO WORK THROUGH THE PROBLEM SOLVING STEPS FOR THE SITUATION AND NOTE ON THE POSTER PAPER WHERE TO RELAX, WHAT THE GOAL IS, AND THE SOLUTIONS. AFTER A SOLUTION IS CHOSEN IN STEP 4, "CHECK IT OUT," INVITE AT LEAST ONE PAIR, PREFERABLY A PAIR THAT INCLUDES THE MEMBER WHO SUGGESTED THE SITUATION, TO ROLE PLAY THE SOLUTION. MAKE SURE TO VIDEOTAPE THE ROLE PLAY, PLAY IT BACK, OFFER AND SOLICIT FEEDBACK IF NECESSARY, AND ALLOW A CORRECTED ROLE PLAY IF NECESSARY. OMIT LEADER MODELING FOR MEMBERS' PERSONAL SITUATIONS.)

Group: (OPPORTUNITY TO OFFER SITUATIONS, PROBLEM SOLVE, AND ROLE PLAY)

(NOTE TO LEADERS: IN THE UNLIKELY EVENT THAT GROUP MEMBERS DO NOT GENERATE ANY PROBLEM SITUATIONS TO WORK ON, INVITE VOLUNTEERS TO ROLE PLAY THE "MARIA" SITUATION. IF WORK WITH THAT SITUATION HAS BEEN OMITTED IN ORDER TO SHORTEN THE SITUATION, INVOLVE GROUP MEMBERS IN THE APPLICATION OF THE PROBLEM SOLVING SYSTEM TO THAT SITUATION AT THIS TIME. IF MALES ROLE PLAY THE "MARIA" SITUATION, CHANGE THE NAMES TO MALE NAMES AND ASK THE ROLE PLAYERS IF THEY THINK THEY NEED A DIFFERENT SOLUTION THAN MARIA DID. AFTER THAT ROLE PLAY IS ENACTED, VIEWED ON TAPE, RESPONDED TO, AND CORRECTED, ASK AGAIN WHETHER ANYONE HAS A SITUATION TO OFFER. IF SOMEONE DOES, PROCEED AS DIRECTED ABOVE. IF STILL NO ONE HAS A SITUATION TO OFFER, INVITE ANOTHER PAIR TO ROLE PLAY THE "MARIA" SITUATION AND CONTINUE IN THAT PATTERN UNTIL SOMEONE OFFERS A PROBLEM SITUATION FOR PRACTICE, ALL HAVE ROLE PLAYED THE "MARIA" SITUATION, OR TIME RUNS OUT.)

Out-of-session Practice Instruction

Leader: Everyone did a very good job today. Keep this problem solving system in mind during the week, and try to use it if you find yourself in a social situation in which you are getting nervous or angry. Tell us about how it worked for you next time.

Snack/Group Reward

Leader: Let's have a snack (or other activity) and plan our snack/activity for next time.

Session 11

IMPORTANT SOCIAL SITUATIONS, PART II: EXPRESSING POSITIVE FEELINGS

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5; AND INSTRUCTIONS FOR PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1, INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER LISTING APPROPRIATE, HYPOTHETICAL PROBLEM SITUATION FROM SCRIPT; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back! How were these last few days for everyone?

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: Last week we worked on using the social problem solving model in situations involving meeting new people and having conversations with people you know. Who had an opportunity to use the problem solving model in a situation like that since the last session?

Group: (OPPORTUNITY TO RESPOND)

Leader: Who found themselves getting nervous or angry in a situation that involved meeting someone or talking to someone?

Group: (OPPORTUNITY TO RESPOND)

Leader: How could you have used the social problem solving model in that situation?

When should you have relaxed? Set a goal? Made a list? Checked it out?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which you want to tell someone about good feelings that you have about them. Can anyone come up with an example of a situation in which you might want to tell someone about some good feelings you have about them?

Group: (OPPORTUNITY TO RESPOND)

Leader: Good. Times like when you want to say, "Hey, you really did a great job in the basketball game" or "I think it was good of you to volunteer to clean up that mess," or even "I really like that shirt."

Sometimes telling someone about good feelings that you have about them is called "giving compliments," and sometimes it's not easy to do. Sometimes we might feel awkward or uncomfortable about doing that, or we might not know just how to go about it. And sometimes, if you're not quite sure how to give a compliment, it might come out sounding insincere or phony. Has that ever happened to anyone here?

Group: (OPPORTUNITY TO RESPOND)

Leader: Have you ever gotten a compliment that you thought was insincere or not really meant?

Group: (OPPORTUNITY TO RESPOND)

Leader: Have you every given a compliment and been accused unfairly of not really meaning it or of saying it just to get something?

Group: (OPPORTUNITY TO RESPOND)

Leader: What do you suppose people see or hear that makes them think a compliment is not really meant?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good. But let's start out by relaxing. Because this is a social situation, and one in which we know we're going to have to work hard, we're probably all a little tense or nervous. I know I am. So let's take a few minutes to relax.

(NOTE TO LEADERS: KEEP YOUR VOICE SOFT THROUGHOUT THE RELAXATION EXERCISE. REMEMBER TO SPEAK SLOWLY. YOU MAY WANT TO TURN OUT THE LIGHTS FOR THE RELAXATION ACTIVITY.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. And as you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. Pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow deep breath and very slowly, let it out, letting all of your tension leave with it.

You can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good.

I have a situation that I would like us to practice.

(NOTE TO LEADERS: FOR SHORTER SESSION, SAY "I HAVE A SITUATION THAT IS AN EXAMPLE OF SOMEONE TRYING TO SAY SOMETHING POSITIVE TO ANOTHER PERSON." IN EITHER CASE, DISPLAY POSTER PAPER WITH SITUATION WRITTEN ON IT.)

EXAMPLE FOR ELEMENTARY-SCHOOL AGES

Frank's teacher asked him to put away the paste containers after art class. Frank didn't really want to do this because he was in a hurry. He gathered up all the paste containers but he dropped them and they went all over the floor. Some kids laughed, but Alan came to help him pick them up. Frank would really like to thank Alan for that, but he doesn't want to sound silly. He is really nervous.

EXAMPLE FOR JUNIOR-HIGH AND HIGH-SCHOOL AGES

Frank spent the weekend with his friend Alan and Alan's family. Frank had a great time and thinks that Alan's family is really easy to be with. They made him feel right at home and comfortable. He wants to let Alan know that he thinks Alan has a nice family, but he doesn't know how to do this. He's afraid this will come off sounding silly.

Leader:	(OMIT FOR SHORTER SESSION.) OK. Let's help Frank. What's the first step?
	Right, RELAX. Where should Frank relax?
	(NOTE TO LEADERS: NOTE, ON THE POSTER, THE POINT AT WHICH GROUP MEMBERS SAY, "FRANK SHOULD RELAX." THIS SHOULD BE NEAR THE POINT WHERE THE WORD "NERVOUS" APPEARS.)
	What's the next step?
Group:	(OPPORTUNITY TO RESPOND)
Leader:	Right, SET A GOAL. If you were Frank, what would your goal be?
	How would you want this situation to end?
	What would you want to see happen at the end?
	(NOTE TO LEADERS: THIS STEP SHOULD PROCEED QUICKLY. ONE GOAL IS SUFFICIENT. MAKE SURE

TO WRITE DOWN ON THE POSTER THE GOAL THAT THE GROUP WILL BE WORKING TOWARD ACHIEVING.)

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things Frank could do to meet his goal of ________________. Remember, for right now, it doesn't matter if the solutions we come up with are good or bad. We'll worry about that later.

Let's just come up with all the things we can do to meet that goal.

(NOTE TO LEADERS: IF MEMBERS GIVE YOU VAGUE OR GENERAL ALTERNATIVES, ASK THEM TO BE SPECIFIC. MAKE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Group: (OPPORTUNITY TO RESPOND)

Leader: One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution.

Does it appear on the list of disliked or ignored peers?

Is it likely to bring any trouble or bad consequences?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, MAKE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE. IF MORE THAN ONE SOLUTION REMAINS AFTER CHECK IT OUT, HAVE THE MEMBERS SELECT ONE SOLUTION TO TRY. ASK

THEM TO CONSIDER WHICH SOLUTION MIGHT BE EASIEST OR ASK THEM TO CHECK WHETHER ONE OF THE REMAINING SOLUTIONS IS ON THE LIST OF LIKED PEER CUES)

Leader: Well, we did a good job of coming up with a solution.

Modeling

Leader: Time for role playing. We (THE CO-LEADERS) will go first. One of us will be Frank and the other will be Alan, and we'll try to use the solution you picked out. Just like the last time, we'll videotape our role play.

(MODEL THE SOLUTION THAT THE MEMBERS SELECTED.)

Before you tell us what you thought, let's take a look at the videotape of that role play.

(PLAY VIDEOTAPE.)

Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: If you were involved in that situation, how do you think you would have felt?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned? Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Role Play and Feedback

Leader: Now it's your turn. But instead of role playing the situation we came up with, we'd like you to work on situations of your own.

Remember the theme for today is telling someone about good feelings you have about them. Who has an example of a time when they wanted to give a compliment or thank someone or say something positive to someone?

Who has an example of a situation in which they wanted to do that?

(NOTE TO LEADERS: FOLLOW THE SAME PROCEDURE WITH MEMBERS' EXAMPLE SITUATIONS AS SUGGESTED FOR THE *CLASSIC* SITUATION–MAKE SURE TO WRITE A SIMPLE, ACCURATE DESCRIPTION OF THE SITUATION ON POSTER PAPER. THEN INVITE GROUP MEMBERS TO WORK THROUGH THE PROBLEM SOLVING STEPS FOR THE SITUATION AND NOTE, ON THE POSTER PAPER, WHERE TO RELAX, WHAT THE GOAL IS, AND THE SOLUTIONS. AFTER A SOLUTION IS CHOSEN IN STEP "CHECK IT OUT," INVITE AT LEAST ONE PAIR, PREFERABLY INCLUDING THE MEMBER WHO SUGGESTED THE SITUATION, TO ROLE PLAY THE SOLUTION. MAKE SURE TO VIDEOTAPE THE ROLE PLAY, OFFER AND SOLICIT FEEDBACK IF NECESSARY, AND ALLOW A CORRECTED ROLE PLAY IF NECESSARY. OMIT GROUP LEADER MODELING WHEN WORKING ON MEMBERS' PERSONAL SITUATIONS.)

Group: (OPPORTUNITY TO OFFER SITUATIONS, PROBLEM SOLVE, AND ROLE PLAY)

(NOTE TO LEADERS: IN THE UNLIKELY EVENT THAT GROUP MEMBERS DO NOT GENERATE ANY PROBLEM SITUATIONS TO WORK ON, INVITE VOLUNTEERS TO ROLE PLAY THE "FRANK" SITUATION. IF WORK WITH THAT SITUATION HAS BEEN OMITTED IN ORDER TO SHORTEN THE SESSION, INVOLVE GROUP MEMBERS IN THE APPLICATION OF THE PROBLEM SOLVING SYSTEM TO THAT SITUATION AT THIS TIME. IF FEMALES ROLE PLAY THE "FRANK" SITUATION, CHANGE THE

NAMES TO FEMALE NAMES AND ASK THE ROLE PLAYERS WHETHER THEY THINK THEY NEED A DIFFERENT SOLUTION THAN FRANK DID. AFTER THE ROLE PLAY IS ENACTED, VIEWED ON TAPE, RESPONDED TO, AND CORRECTED, ASK AGAIN IF ANYONE HAS A SITUATION TO OFFER. IF SOMEONE DOES, PROCEED AS DIRECTED ABOVE. IF STILL NO ONE HAS A SITUATION TO OFFER, INVITE ANOTHER PAIR TO ROLE PLAY THE "FRANK" SITUATION AND CONTINUE IN THAT PATTERN UNTIL SOMEONE OFFERS A PROBLEM SITUATION FOR PRACTICE, ALL HAVE ROLE PLAYED THE "FRANK" SITUATION, OR TIME RUNS OUT.)

Out-of-session Practice Instruction

Leader: Everyone did a very good job today. Keep this problem solving system in mind during the week, and try to use it if you find yourself in a social situation in which you are getting nervous or angry. Tell us how it worked for you next time.

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity). What do you think would be a good snack/activity for next time?

Session 12

IMPORTANT SOCIAL SITUATIONS, PART III: HANDLING YOUR ANGER

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5, AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1, INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES, LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER WITH APPROPRIATE, HYPOTHETICAL *CLASSIC* SITUATION; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back! How were these last few days for everyone?

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: Last week we worked on using the social problem solving model in situations that involved saying something positive to other people, like thanking them for something or giving them a compliment. Who had an opportunity to use the problem solving model in a situation like that since the last session?

Group: (OPPORTUNITY TO RESPOND)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which someone does something *to* you and you get angry and want or need to defend yourself.

Have you ever been in situations like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good. Let's start out by relaxing. Because this is a social situation, and one in which we know we're going to have to work hard, we're probably all a little bit tense or nervous. I know I am. So let's take a few minutes to relax.

(NOTE TO LEADERS: KEEP YOUR VOICE SOFT AND SLOW THROUGHOUT THE RELAXATION EXERCISE. YOU MIGHT WANT TO DIM THE LIGHTS DURING RELAXATION.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles in your shoulders or neck, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. As you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes, and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. Pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow, deep breath and very slowly let it out, letting all your tension leave with it.

You can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good.

I have a situation that I would like us to practice.

(NOTE TO LEADERS: FOR SHORTER SESSION SAY, "I HAVE A SITUATION THAT'S AN EXAMPLE OF SOMEONE GETTING ANGRY." FOR EITHER SHORT OR

LONG SESSION, DISPLAY POSTER PAPER WITH SITUATION WRITTEN ON IT.)

EXAMPLE FOR ELEMENTARY-SCHOOL AGES

Robert was standing in line at the water fountain with the other kids in his class. Tim pushed him and stepped on his foot. Robert is mad, and his foot hurts.

EXAMPLE FOR JUNIOR-HIGH AND HIGH-SCHOOL AGES

Robert is on the basketball court behind his school. He is all alone shooting his ball into the basket. Tim comes over. Robert and Tim are in the same class at school, but aren't really good friends. Tim says nothing to Robert, but takes Robert's basketball and starts playing by himself with it. Robert is furious.

Leader: (OMIT FOR SHORTER SESSION) Let's help Robert figure out how to handle this. What's the first step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, RELAX. Where should Robert relax?

(NOTE TO LEADERS: NOTE ON THE POSTER THE POINT AT WHICH GROUP MEMBERS SAY, "ROBERT SHOULD RELAX." THIS SHOULD BE NEAR THE POINT AT WHICH THE WORD "MAD" OR "FURIOUS" APPEARS.)

What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, SET A GOAL. If you were Robert, what would your goal be?

How would you want this situation to end?

What would you want to see happen at the end?

(NOTE TO LEADERS: THIS STEP SHOULD PROCEED QUICKLY. ONE GOAL IS SUFFICIENT. MAKE SURE TO WRITE DOWN ON THE POSTER THE GOAL

THAT THE GROUP WILL BE WORKING TOWARD ACHIEVING.)

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things Robert could do to meet his goal of ________________. Remember, for right now, it doesn't matter if the solutions we come up with are good or bad. We'll work that out later. Let's just come up with all the things we can do to meet that goal.

(NOTE TO LEADERS: IF MEMBERS GIVE YOU VAGUE OR GENERAL ALTERNATIVES, ASK THEM TO BE SPECIFIC. MAKE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Group: (OPPORTUNITY TO RESPOND)

Leader: One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution. Let's start with the first one and then go down the list.

Does it appear on the list of disliked or neglected peers?

Is it likely to bring any trouble or bad consequences?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, MAKE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE. IF MORE THAN ONE SOLUTION REMAINS AFTER "CHECK IT OUT," HAVE THE MEMBERS SELECT ONE SOLUTION TO TRY. ASK THEM TO CONSIDER WHICH SOLUTION MIGHT BE EASIEST, OR ASK THEM TO CHECK WHETHER ONE OF THE

REMAINING SOLUTIONS IS ON THE LIST OF LIKED PEER CUES.)

Modeling

Leader: Time for role playing, again. We (THE CO-LEADERS) will go first. One of us will be Robert (the basketball owner) and the other will be Tim (the basketball taker), and we'll try to use the solution you picked out.

(ENACT AND VIDEOTAPE THE SOLUTION THAT THE MEMBERS SELECTED.)

Before you tell us what you thought, let's take a look at the videotape of that role play.

(PLAY VIDEOTAPE.)

Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: If you were involved in that situation, how do you think you would have felt?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned? Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Leader: OK. We did a good job of solving the problem (CO-LEADER'S NAME) and I came up with.

Role Play and Feedback

Leader: Now let's work on some situations you have had trouble with. Remember, the theme for today is handling a situation in which someone does something wrong *to* you and you need to defend yourself.

Who has an example of a situation you were in, in which someone really made you mad?

(NOTE TO LEADERS: FOLLOW THE SAME PROCEDURE WITH MEMBERS' EXAMPLE SITUATIONS AS SUGGESTED FOR THE *CLASSIC* SITUATION. BE SURE TO WRITE A SIMPLE, ACCURATE DESCRIPTION OF THE SITUATION ON POSTER PAPER. THEN INVITE GROUP MEMBERS TO WORK THROUGH THE PROBLEM SOLVING STEPS FOR THE SITUATION AND NOTE ON THE POSTER PAPER WHERE TO RELAX, WHAT THE GOAL IS, AND THE SOLUTIONS. AFTER A SOLUTION IS CHOSEN IN STEP 4, "CHECK IT OUT," INVITE AT LEAST ONE PAIR, PREFERABLY THE PAIR THAT INCLUDES THE MEMBER WHO SUGGESTED THE SITUATION, TO ROLE PLAY THE SOLUTION. BE SURE TO VIDEOTAPE THE ROLE PLAY, OFFER AND SOLICIT FEEDBACK IF NECESSARY, AND ALLOW A CORRECTED ROLE PLAY IF NECESSARY. OMIT GROUP LEADERS' MODELING FOR MEMBERS' PERSONAL SITUATIONS.)

Group: (OPPORTUNITY TO OFFER SITUATIONS, PROBLEM SOLVE, AND ROLE PLAY)

(NOTE TO LEADERS: IN THE UNLIKELY EVENT THAT GROUP MEMBERS DO NOT GENERATE ANY PROBLEM SITUATIONS TO WORK ON, INVITE VOLUNTEERS TO ROLE PLAY THE "ROBERT" SITUATION. IF WORK WITH THAT SITUATION HAS BEEN OMITTED IN ORDER TO SHORTEN THE SESSION, INVOLVE GROUP MEMBERS IN THE APPLICATION OF THE PROBLEM SOLVING SYSTEM TO THAT SITUATION AT THIS TIME. IF FEMALES ROLE PLAY THE "ROBERT" SITUATION, CHANGE THE NAMES TO FEMALE NAMES AND ASK THE ROLE PLAYERS WHETHER THEY THINK THEY NEED A DIFFERENT SOLUTION THAN ROBERT DID. AFTER THAT ROLE PLAY IS ENACTED, VIEWED ON TAPE, RESPONDED TO, AND CORRECTED, ASK AGAIN WHETHER ANYONE HAS A SITUATION TO OFFER. IF SOMEONE

DOES, PROCEED AS DIRECTED ABOVE. IF STILL NO ONE HAS A SITUATION TO OFFER, INVITE ANOTHER PAIR TO ROLE PLAY THE "ROBERT" SITUATION AND CONTINUE IN THAT PATTERN UNTIL SOMEONE OFFERS A PROBLEM SITUATION FOR PRACTICE, ALL HAVE ROLE PLAYED THE "ROBERT" SITUATION, OR TIME RUNS OUT.)

Out-of-session Practice Instruction

Leader: Everyone did a very good job today. Keep this problem solving system in mind during the week, and try to use it if you find yourself in a social situation in which you are getting nervous or angry. Tell us about how it worked for you next time.

Remember, we have only three more sessions of this group left: next time and then two times after that. How do you feel about that?

Group: (OPPORTUNITY TO RESPOND)

Leader: Are you looking forward to doing other things during this time?

Group: (OPPORTUNITY TO RESPOND)

Leader: Will you miss getting together with this group?

Group: (OPPORTUNITY TO RESPOND)

Snack/Group Reward

Leader: Let's have a snack (or other activity). What shall we do during this part of the session next time?

Session 13

IMPORTANT SOCIAL SITUATIONS, PART IV: ASKING FAVORS

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5, AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1, INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER WITH APPROPRIATE, HYPOTHETICAL *CLASSIC* SITUATION; BLANK POSTER SIZE SHEETS OF PAPER; MARKING PENS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back! How were these last few days for everyone?

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: Last time we went over the four steps of the problem solving system, and we used them in situations in which someone does something wrong to us and gets us angry. Who has an example of a situation like that from this past week?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did you use the system to figure out how to handle it? Tell us how that went (or, how you *could have* used the system to figure out how to handle that situation.)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which you want, or need, to ask someone to do something for you. Sometimes we get really uncomfortable when we have to do that. Or sometimes we ask for favors in such a way that the other person gets angry and doesn't want to do the favor for us anyway. Have you ever been in situations like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good. Before we get down to work, let's take a little time to relax.

(NOTE TO LEADERS: KEEP VOICE SOFT AND SPEAK SLOWLY THROUGHOUT RELAXATION EXERCISE. YOU MAY WANT TO DIM LIGHTS FOR THE RELAXATION ACTIVITY.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles in your shoulders or neck, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. And as you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness leaving your muscles and flowing down through your body, out through your toes, and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. Pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow, deep breath and very slowly let it out, letting all your tension leave with it.

You can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good.

I have a situation that I would like us to practice.

(NOTE TO LEADERS: FOR SHORTER SESSION SAY "I HAVE A SITUATION THAT'S AN EXAMPLE OF SOMEONE NEEDING TO ASK A FAVOR." FOR EITHER SHORT OR LONG SESSION, DISPLAY POSTER PAPER WITH THE SITUATION WRITTEN ON IT.)

EXAMPLE FOR ELEMENTARY-SCHOOL AGES

Vanessa is almost finished with an art project, but she needs scissors. The rest of the class is almost finished. She really would like to get this done, but she doesn't know what to do. She is very nervous.

EXAMPLE FOR JUNIOR-HIGH AND HIGH-SCHOOL AGES

Vanessa will not be in school tomorrow afternoon because she has an appointment with the dentist. That means she'll miss her algebra class, and they have a test coming up. She would like very much to find out what happens in class tomorrow, but she doesn't know what to do. She's really nervous.

Leader: (OMIT FOR SHORTER SESSION) Let's help Vanessa figure out how to handle this. What's the first step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, RELAX. Where should Vanessa relax?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: NOTE ON THE POSTER THE POINT AT WHICH GROUP MEMBERS SAY "VANESSA SHOULD RELAX." THIS SHOULD BE NEAR THE POINT AT WHICH THE WORD "NERVOUS" APPEARS.)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, SET A GOAL. If you were Vanessa, what would your goal be?

How would you want this situation to end?

What would you want to see happen at the end?

(NOTE TO LEADERS: THIS STEP SHOULD PROCEED QUICKLY. ONE GOAL IS SUFFICIENT. MAKE SURE TO WRITE DOWN ON THE POSTER THE GOAL THAT THE GROUP WILL BE WORKING TOWARD ACHIEVING.)

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things Vanessa could do to meet her goal of ______________. Remember, for right now, it doesn't matter whether the solutions we come up with are good or bad. We'll worry about that later. Let's just come up with all the things we can do to meet that goal.

(NOTE TO LEADERS: IF MEMBERS GIVE YOU VAGUE OR GENERAL ALTERNATIVES, ASK THEM TO BE SPECIFIC. MAKE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Group: (OPPORTUNITY TO RESPOND)

Leader: OK. One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution.

(NOTE TO LEADERS: BE SURE TO GUIDE GROUP IN EVALUATING THE ALTERNATIVES ONE BY ONE.)

Does it appear on the list of disliked or ignored peers?

Is it likely to bring any trouble or bad consequences?

Group: (OPPORTUNITY TO RESPOND)

Leader: (NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, MAKE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE. IF MORE THAN ONE SOLUTION REMAINS AFTER "CHECK IT OUT," HAVE THE MEMBERS SELECT ONE SOLUTION TO TRY. ASK THEM TO CONSIDER WHICH SOLUTION MIGHT BE EASIEST, OR ASK WHEN TO CHECK WHETHER ONE OF THE REMAINING SOLUTIONS IS ON THE LIST OF LIKED PEERS CUES.)

Modeling

Leader: It's time again for role playing. We (THE CO-LEADERS) will go first. One of us will be Vanessa and the other will be a classmate, and we'll try to use the solution you picked out.

(ENACT AND VIDEOTAPE THE SOLUTION THAT THE MEMBERS SELECTED.)

Before you tell us what you thought, let's take a look at the videotape of that role play.

(PLAY VIDEOTAPE.)

Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: If you were involved in that situation, how do you think you would have felt?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned? Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Leader: OK. You did a good job of solving the problem (CO-LEADER'S NAME) and I came up with.

Role Play and Feedback

Leader: Now let's work on some situations you have had trouble with.

Remember, the theme for today is asking for things. Who has an example of a situation in which you wanted to ask someone to do something for you, give you something, or lend you something? Who has an example of a situation like that?

(NOTE TO LEADERS: FOLLOW THE SAME PROCEDURE WITH MEMBERS' EXAMPLE SITUATIONS AS SUGGESTED FOR THE *CLASSIC* SITUATION – BE SURE TO WRITE A SIMPLE, ACCURATE DESCRIPTION OF THE SITUATION ON POSTER PAPER. THEN INVITE GROUP MEMBERS TO WORK THROUGH THE PROBLEM SOLVING STEPS FOR THE SITUATION, AND NOTE ON THE POSTER PAPER WHERE TO RELAX, WHAT THE GOAL IS, AND THE SOLUTIONS. AFTER A SOLUTION IS CHOSEN IN STEP 4, "CHECK IT OUT," INVITE AT LEAST ONE PAIR, PREFERABLY A PAIR THAT INCLUDES THE MEMBER WHO SUGGESTED THE SITUATION, TO ROLE PLAY THE SOLUTION. MAKE SURE TO VIDEOTAPE THE ROLE PLAY, OFFER AND SOLICIT FEEDBACK IF NECESSARY, AND ALLOW A CORRECTED ROLE PLAY IF NECESSARY. OMIT GROUP LEADERS' MODELING FOR MEMBERS' PERSONAL SITUATIONS.)

Group: (OPPORTUNITY TO OFFER SITUATIONS, PROBLEM SOLVE, AND ROLE PLAY.)

(NOTE TO LEADERS: IN THE UNLIKELY EVENT THAT GROUP MEMBERS DO NOT GENERATE ANY PROBLEM SITUATIONS TO WORK ON, INVITE VOLUNTEERS TO ROLE PLAY THE "VANESSA" SITUATION. IF WORK WITH THAT SITUATION HAS BEEN OMITTED IN ORDER TO SHORTEN THE SITUATION, INVOLVE GROUP MEMBERS IN THE APPLICATION OF THE PROBLEM SOLVING SYSTEM TO THAT SITUATION AT THIS TIME. IF MALES ROLE PLAY THE "VANESSA" SITUATION, CHANGE THE NAMES TO MALE NAMES AND ASK THE ROLE PLAYERS WHETHER THEY THINK THEY NEED A DIFFERENT SOLUTION THAN "VANESSA" DID. AFTER THAT ROLE PLAY IS ENACTED, VIEWED ON TAPE, RESPONDED TO, AND CORRECTED, ASK AGAIN WHETHER ANYONE HAS A SITUATION TO OFFER. IF SOMEONE DOES, PROCEED AS DIRECTED ABOVE. IT STILL NO ONE HAS A SITUATION TO OFFER, INVITE ANOTHER PAIR TO ROLE PLAY THE "VANESSA" SITUATION, AND CONTINUE IN THAT PATTERN UNTIL SOMEONE OFFERS A PROBLEM SITUATION FOR PRACTICE, ALL HAVE ROLE PLAYED THE "VANESSA" SITUATION, OR TIME RUNS OUT.)

Out-of-session Practice Instruction

Leader: Everyone did a very good job today. Keep this problem solving system in mind during the week, and try to use it if you find yourself in a social situation in which you are getting nervous or angry. Tell us about how it worked for you next time.

Remember, we only have two more sessions left. How does everyone feel about this group coming to an end?

Group: (OPPORTUNITY TO RESPOND)

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity). (NOTE TO LEADERS: REMEMBER TO HAVE GROUP PLAN ACTIVITY FOR NEXT TIME.)

Session 14

IMPORTANT SOCIAL SITUATIONS, PART V: SAYING NO

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5, AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1, INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES; LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER WITH APPROPRIATE, HYPOTHETICAL *CLASSIC* SITUATION; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS; VIDEOTAPE RECORDING AND PLAYBACK EQUIPMENT.

Greeting

Leader: Welcome back! How were these last few days for everyone?

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: Last week we went over using the problem solving system in situations in which you need to ask for things. Can anyone tell us how they used the system to ask for things this past week? Who has an example of a situation like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did you use the system to figure out how to handle it? Tell us how that went (or, how you *could have* used the system to figure out how to handle that situation.)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which you want to say "no" to something someone is asking you to do. These situations might not come up too often, but if someone asks you to do something you *don't want to do,* you certainly have the right to say no. Have you ever been in situations like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good. Let's start today's session with relaxing. Because this is a social situation, and one in which we know we're going to have to work hard, we're probably all a little bit tense or nervous. I know I am. So let's take a few minutes to relax.

(NOTE TO LEADERS: KEEP YOUR VOICE SOFT AND SLOW THROUGHOUT THE RELAXATION EXERCISE. REMEMBER TO TURN OUT THE LIGHTS IF THIS IS HELPFUL FOR YOUR GROUP.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles in your shoulders or neck, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. As you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes, and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. Pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow deep breath and very slowly let it out, letting all your tension leave with it.

Your can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good.

I have a situation that I would like us to practice.

(NOTE TO LEADERS: FOR SHORTER SESSION, SAY "I HAVE A SITUATION IN WHICH SOMEONE WANTS TO SAY 'NO.'" IN EITHER SHORT OR LONG SESSION, DISPLAY POSTER PAPER WITH SITUATION WRITTEN ON IT.)

EXAMPLE FOR ALL AGES

Richard has a small group of friends. Richard's friends think it would be fun to go down to the corner store and see if they can get away with shoplifting or stealing something. Richard thinks he might get into big trouble if he does this, and he really doesn't want to. But he doesn't want to lose his friends or have them think he is afraid, either. He is nervous.

Leader: (OMIT FOR SHORTER SESSION) Let's help Richard figure out how to handle this. What's the first step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, RELAX. Where should Richard relax?

(NOTE TO LEADERS: NOTE ON THE POSTER THE POINT AT WHICH GROUP MEMBERS SAY, "RICHARD SHOULD RELAX." THIS SHOULD BE NEAR THE POINT WHERE THE WORD "NERVOUS" APPEARS.)

What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, SET A GOAL. If you were Richard, what would your goal be?

How would you want this situation to end?

What would you want to see happen at the end?

(NOTE TO LEADERS: THIS STEP SHOULD PROCEED QUICKLY. ONE GOAL IS SUFFICIENT. MAKE SURE TO WRITE DOWN ON THE POSTER THE GOAL THAT THE GROUP WILL BE WORKING TOWARD ACHIEVING.)

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things Richard could do to meet his goal of ________________. Remember, for right now it doesn't matter if the solutions we come up with are good or bad. We'll worry about that later. Let's just come up with all the things we can do to meet that goal.

(NOTE TO LEADERS: IF MEMBERS GIVE YOU A VAGUE OR GENERAL ALTERNATIVE, ASK THEM TO BE SPECIFIC. MAKE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Group: (OPPORTUNITY TO RESPOND)

Leader: One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution.

(NOTE TO LEADERS: BE SURE TO GUIDE GROUP IN EVALUATING THE ALTERNATIVES ONE BY ONE.)

Does it appear on the list of disliked or neglected peers?

Is it likely to bring any trouble or bad consequences?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, MAKE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE. IF

MORE THAN ONE SOLUTION REMAINS AFTER "CHECK IT OUT," HAVE THE MEMBERS SELECT ONE SOLUTION TO TRY. ASK THEM TO CONSIDER WHICH SOLUTION MIGHT BE EASIEST OR ASK THEM TO CHECK WHETHER ONE OF THE REMAINING SOLUTIONS IS ON THE LIST OF LIKED PEERS CUES.)

Modeling

Leader: Time for role playing again, We (THE CO-LEADERS) will go first. One of us will be Richard and the other will be one of the friends who want to steal something, and we'll try to use the solution you picked out.

(ENACT AND VIDEOTAPE THE SOLUTION THAT THE MEMBERS SELECTED.)

Before you tell us what you thought, let's take a look at the videotape of that role play.

(PLAY VIDEOTAPE.)

Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: If you were involved in that situation, how do you think you would have felt?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned? Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Leader: OK. We did a good job of solving the problem (CO-LEADER'S NAME)) and I came up with.

Role Play and Feedback

Leader: Now let's work on some situations you have had trouble with.

Remember, the theme for today is saying "no" or refusing something. Who has an example of a situation in which they were being asked to do something they really didn't want to do? Who has an example of a situation like that?

(NOTE TO LEADERS: FOLLOW THE SAME PROCEDURE WITH MEMBERS' EXAMPLE SITUATIONS AS SUGGESTED FOR THE *CLASSIC* SITUATION. MAKE SURE TO WRITE A SIMPLE, ACCURATE DESCRIPTION OF THE SITUATION AND NOTE, ON THE POSTER PAPER, WHERE TO RELAX, THE GOAL, AND THE SOLUTIONS. AFTER A SOLUTION IS CHOSEN IN STEP 4, "CHECK IT OUT," INVITE AT LEAST ONE PAIR, PREFERABLY A PAIR THAT INCLUDES THE MEMBER WHO SUGGESTED THE SITUATION, TO ROLE PLAY THE SOLUTION. MAKE SURE TO VIDEOTAPE THE ROLE PLAY, OFFER AND SOLICIT FEEDBACK IF NECESSARY, AND ALLOW A CORRECTED ROLE PLAY IF NECESSARY.)

Group: (OPPORTUNITY TO OFFER SITUATIONS, PROBLEM SOLVE, AND ROLE PLAY)

(NOTE TO LEADERS: IN THE UNLIKELY EVENT THAT GROUP MEMBERS DO NOT GENERATE ANY PROBLEM SITUATIONS TO WORK ON, INVITE VOLUNTEERS TO ROLE PLAY THE "RICHARD" SITUATION. IF WORK WITH THAT SITUATION HAS BEEN OMITTED IN ORDER TO SHORTEN THE SESSION, INVOLVE GROUP MEMBERS IN THE APPLICATION OF THE PROBLEM SOLVING SYSTEM TO THAT SITUATION AT THIS TIME. IF FEMALES ROLE PLAY THE "RICHARD" SITUATION, CHANGE THE NAMES TO FEMALE NAMES AND

ASK THE ROLE PLAYERS IF THEY THINK THEY NEED A DIFFERENT SOLUTION THAN "RICHARD" DID. AFTER THAT ROLE PLAY IS ENACTED, VIEWED ON TAPE, RESPONDED TO, AND CORRECTED, ASK AGAIN WHETHER ANYONE HAS A SITUATION TO OFFER. IF SOMEONE DOES, PROCEED AS DIRECTED ABOVE. IF STILL NO ONE HAS A SITUATION TO OFFER, INVITE ANOTHER PAIR TO ROLE PLAY THE "RICHARD" SITUATION AND CONTINUE IN THAT PATTERN UNTIL SOMEONE OFFERS A PROBLEM SITUATION FOR PRACTICE, ALL HAVE ROLE PLAYED THE "RICHARD" SITUATION, OR TIME RUNS OUT.)

Out-of-session Practice Instruction

Leader: Everyone did a very good job today. Keep this problem solving system in mind during the week, and try to use it if you find yourself in a social situation in which you are getting nervous or angry, especially in a situation in which you need to say "no" to someone. Tell us about how it worked for you next time.

I guess everyone realizes that the next session will be our last group meeting. I think we should spend the rest of our time today talking about how we feel about that.

Group: (OPPORTUNITY TO RESPOND)

Snack/Group Reward

Leader: OK. Let's have a snack (or other activity.) And let's plan our "reward time" for our last session.

Session 15

IMPORTANT SOCIAL SITUATIONS, PART VI: SAYING GOOD-BYE

LEADERS' PREPARATION: READ INSTRUCTIONS FOR SUCCESSFUL DISCUSSION - CHAPTER 4.2, INSTRUCTIONS FOR SUCCESSFUL MODELING - CHAPTER 4.4, INSTRUCTIONS FOR SUCCESSFUL ROLE PLAYING - CHAPTER 4.5, AND INSTRUCTIONS FOR SUCCESSFUL PROBLEM SOLVING TRAINING: INSTRUCTIONS FOR STEP "RELAX" - CHAPTER 4.6.1, INSTRUCTIONS FOR STEP "SET A GOAL" - CHAPTER 4.6.2, INSTRUCTIONS FOR STEP "MAKE A LIST" - CHAPTER 4.6.3, INSTRUCTIONS FOR STEP "CHECK IT OUT" - CHAPTER 4.6.4.

TODAY'S EQUIPMENT NEEDS: LIST OF GROUP RULES, LISTS OF CUES FOR LIKED PEERS, DISLIKED PEERS, AND IGNORED PEERS; POSTER PAPER LISTING PROBLEM SOLVING STEPS; POSTER PAPER WITH APPROPRIATE, *CLASSIC* SITUATION; BLANK POSTER-SIZE SHEETS OF PAPER; MARKING PENS.

Greeting

Leader: Welcome back!

Group: (OPPORTUNITY TO RESPOND)

Review

Leader: Last week we went over using the system when you need to say "no" to something someone wants you to do. Can anyone tell us how they used the system to say "no" this past week? Who has an example of a situation like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did you use the system to figure out how to handle it? Tell us how that went (or how you *could have* used the system to figure out how to handle that situation.)

New Didactic and Discussion

Leader: Today we're going to work on using the system in situations in which you want to say good-bye to someone. I guess most of us would agree that there are many situations in our everyday lives where we say, or ought to say, good-bye, but where it really doesn't matter too much if we say it or not, like at the end of the school or work day. In those situations, you know you'll see the person again, very soon. But all of us have situations where someone we know is leaving our day-to-day life on sort of a permanent basis. For example, when someone is moving to another classroom, school, or town. These situations might not come up too often, but when they do, especially if the someone you need to say good-bye to is someone you really like or someone who is really important to you, this can be very difficult. Even painful. Sometimes people get so afraid of how they'll feel when they say good-bye to someone that they avoid doing it altogether. Unfortunately, sometimes people who do that end up regretting later that they didn't take advantage of that opportunity to say something when the person was still around or didn't take advantage of that opportunity to make arrangements to stay in touch.

Have you ever been in a situation like that?

Group: (OPPORTUNITY TO RESPOND)

Leader: I have a situation that I would like us to practice.

SITUATION FOR ALL AGES

Once upon a time, there was a social skills group with (NUMBER OF MEMBERS IN GROUP) people in it. Today is their last session. They've been getting together once a week now, for 14 weeks, but after today that won't be happening anymore. Some of them might be feeling happy, or sad, or angry, or nervous. Sound familiar?

Well, not only have we been working on how to handle social situations in our group sessions, we've been *involved* in a real-life social situation each time we've met in a group session. And now the situation we're in is one in which we need to say good-bye to these people we've come to know over the last 14 weeks. How are you feeling about needing to say good-bye?

Well, this situation is difficult. I think it would be difficult for anybody. But because it is a social situation, we can use our problem solving model to help make it go smoothly. I think we need to relax.

(NOTE TO LEADERS: KEEP YOUR VOICE SOFT AND SLOW THROUGHOUT THE RELAXATION EXERCISE.)

Let's start by closing our eyes. Look for any signs of tension or anger in your body. You know, anything like sweaty palms, tight stomach, sore muscles, or any sign you know your body tends to give you when you're nervous or upset. Now, take a nice, slow, deep breath and slowly let it out. As you let it out, imagine those signs of tension floating off with your breath. Imagine the soreness just leaving your muscles and flowing down through your body, out through your toes, and down to the floor. Imagine your stomach tightness or the sweat on your palms floating down to the floor, too. And pay attention to how nice it is to breathe in regular, deep breaths. Again, take a nice, slow, deep breath and very slowly let it out, letting all your tension leave with it.

You can open your eyes now. How do you feel?

Group: (OPPORTUNITY TO RESPOND)

Leader: That was very good.

Let's figure out what to do to help this last session go well. We've already relaxed. What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, SET A GOAL. How do you want this situation to end?

(NOTE TO LEADERS: THIS STEP SHOULD PROCEED QUICKLY. ONE GOAL IS SUFFICIENT. MAKE SURE TO

WRITE DOWN ON THE POSTER THE GOAL THAT THE GROUP WILL BE WORKING TOWARD ACHIEVING.)

Group: (OPPORTUNITY TO RESPOND)

Leader: What's the next step?

Group: (OPPORTUNITY TO RESPOND)

Leader: Right, MAKE A LIST. Let's come up with all the things we could do to meet our goal of ____________________. Remember, for right now, it doesn't matter if the solutions we come up with are good or bad. We'll worry about that later. Let's just come up with all the things we can do to meet that goal.

(NOTE TO LEADERS: IF MEMBERS GIVE YOU VAGUE OR POORLY STATED ALTERNATIVES, ASK THEM TO BE SPECIFIC. BE SURE TO WRITE DOWN ALL THE ALTERNATIVES GENERATED.)

Group: (OPPORTUNITY TO RESPOND)

Leader: One more step. What is it?

Group: (OPPORTUNITY TO RESPOND)

Leader: That's right, CHECK IT OUT. Let's look at each possible solution and think about what might happen if we use that solution.

(NOTE TO LEADERS: BE SURE TO GUIDE GROUP IN EVALUATING THE ALTERNATIVES ONE BY ONE.)

Is it on the disliked or ignored list?

Could it bring some other bad consequences?

Group: (OPPORTUNITY TO RESPOND)

(NOTE TO LEADERS: AS MEMBERS EVALUATE THEIR SOLUTIONS, BE SURE TO CROSS OFF THE LIST ANY SOLUTION THEY DECIDE TO ELIMINATE.)

Leader: Well, we did a good job of coming up with a solution.

Modeling

Leader: Time for role playing. We (THE CO-LEADERS) will go first. We'll say good-bye to everyone in the group and we'll try to use the solution you picked out.

(EACH LEADER TAKES A TURN AT SAYING "GOOD-BYE" TO EVERY OTHER GROUP MEMBER. USE THE SOLUTION THAT THE MEMBERS SELECTED. IF MORE THAN ONE SOLUTION WAS SEEN AS SATISFACTORY, YOU MAY VARY THE "GOOD-BYES" YOU USE AS YOU ADDRESS EACH GROUP MEMBER.)

Leader: Well, what did you think of that? How did we do?

Group: (OPPORTUNITY TO RESPOND)

Leader: Did we do a good job of using the solution you planned?

Group: (OPPORTUNITY TO RESPOND)

Leader: Would you have done it differently?

Group: (OPPORTUNITY TO RESPOND)

Leader: How were our nonverbal behaviors? You know, things like eye contact, body posture, body position, facial expression, and voice quality?

Group: (OPPORTUNITY TO RESPOND)

Role-play and Feedback

Leader: Now it's your turn. Who would like to practice saying good-bye first?

(NOTE TO LEADERS: LET EACH CHILD SAY GOOD-BYE TO EVERY OTHER CHILD IN THE GROUP. AFTER EACH MEMBER'S ATTEMPT AT SAYING GOOD-BYE, ASK THE RECIPIENTS OF THE GOOD-BYES HOW IT FELT TO HEAR WHAT THEY HEARD.)

Everyone did a very good job today, and, in fact, everyone has done a really good job throughout this whole group program. We hope you keep this problem solving system in mind, and try to use it if you find yourself in a social situation in which you are getting nervous or angry.

Snack/Group Reward

Leader: I guess everyone realizes that this is our last group meeting. We can talk about how we all feel about this, or about anything else, while we have our snack (or other activity.)

References

Berler, E. S., Gross, A. M., & Drabman, R. S. (1982). Social skills training with children: Proceed with caution. *Journal of Applied Behavior Analysis, 15,* 41-53.

Cautela, J. R., & Groden, J. (1978). *Relaxation: A comprehensive manual for adults, children, and children with special needs.* Champaign, IL: Research Press.

Conger, A. J., Wallander, J. L., Mariotto, M. J., & Ward, D. (1980). Peer judgments of heterosocial anxiety and skill: What do they pay attention to anyhow? *Behavioral Assessment, 1,* 243-260.

Dowrick, P. W. (1986). *Social survival for children: A trainer's resource book.* New York: Bruner/Mazel.

Dygdon, J. A., Conger, A. J., & Keane, S. P. (1987). Behavioral correlates of social acceptance, rejection, and neglect in children: Peer perceptions. *Journal of Clinical Child Psychology, 16,* 2-8.

Goldfried, M. R., & Davison, G. C. (1976). Problem solving. In M. R. Goldfried & G. C. Davison (Eds.), *Clinical behavior therapy* (pp. 186-207). New York: Holt, Rinehart, and Winston.

Goldfried, M. R., & D'Zurilla, T. J. (1969). A behavior-analytic model for assessing competence. In C. D. Spielberger (Ed.), *Current topics in clinical and community psychology,* Vol. 1 (pp. 186-207). New York: Academic Press.

Huang, L. N., & Gibbs, J. T. (1989). Future directions: Implications for research, training, and practice. In J. T. Gibbs & L. N. Huang (Eds.), *Children of color: Psychological interventions with minority youth* (pp. 375-403). San Francisco: Jossey-Bass.

LaGreca, A. M., & Santogrossi, D. A. (1980). Social skills training with elementary school students: A behavioral group approach. *Journal of Consulting and Clinical Psychology, 48,* 220-227.

Lewinsohn, P. M. (1975). The behavioral study and treatment of depression. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), *Progress in behavior modification* (Vol. 1). New York: Academic Press.

Matson, J. L., Esueldt-Dawson, K., Andrasik, F., Ollendick, T. H., Petti, T., & Hersen, M. (1980). Direct, observational, and generalization effects of social skills training with emotionally disturbed children. *Behavior Therapy, 11,* 522-531.

Oden, S., & Asher, S. (1977). Coaching children in social skills for friendship making. *Child Development, 48,* 495-506.

Parker, J. G., & Asher, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children "at risk?" *Psychological Bulletin, 102,* 357-389.

Pease, J. L. (1979). A social skills training group for early adolescents. *Journal of Adolescence, 2,* 229-238.

Phinney, J. S., and Rotheram, M. J. (1988). Children's ethnic socialization: Themes and implications. In J. S. Phinney and M. J. Rotheram (Eds.), *Children's Ethnic Socialization: Pluralism and Development* (pp. 274-292). Beverly Hills, CA: Sage Publications.

Piaget, J. (1926). *The language and thought of the child.* London: Routledge and Kegan Paul.

Piaget, J. (1932). *The moral judgment of the child.* Glencoe, IL: Free Press.

Rubin, K. H., and Pepler, D. R. (1980). The relationship of a child's play to social-cognitive development. In H. Foot, T. Chapman, and J. Smith (Eds.), *Friendship and childhood relationships.* London: Wiley.

Skinner, B. F. (1953). *Science and Human Behavior.* New York: The Free Press.

Smith, G. M. (1967). Usefulness of peer ratings of personality in educational research. *Educational and Psychological Measurement, 27,* 967-984.

Spivack, G., & Shure, M. B. (1982). The cognition of social adjustment: Interpersonal cognitive problem-solving thinking. In B. B. Lahey and A. E. Kazdin (Eds.), *Advances in child clinical psychology* (Vol. 5). New York: Plenum Press.

Tolan, P., Pentz, M. A., Aupperly, D., & Davis, L. (1990). Sixteen years of social skills training with adolescents: A critical review of trends, dimensions, and outcomes. Institute for Juvenile Research: Unpublished manuscript.

Walker, H. M., Todis, B., Holmes, D., & Horton, G. (1988). *The Walker Social Skills Curriculum: The Access Program.* Austin, TX: Pro-Ed.

Zaragoza, N., Vaughn, S., & McIntosh, P. (1991). Social skills interventions and children with behavior problems: A review. *Behavior Disorders, 16,* 260-275.

To the Users of the CLASSIC

The CLASSIC manual was designed to be informative, yet easy to use, as one prepares for, or becomes involved in, social skills training with children and adolescents. Your comments on the extent to which these goals were achieved would be very much appreciated. Please take a few minutes to photocopy this form, complete it, and return it to me at the address below. While I ask you some specific questions, I am also interested in anything you want me to know about what you liked, or what you would have liked to have seen, in this manual. Please add those reactions when the form asks for "other comments."

Thank you,
Judith A. Dygdon

Please return form to:
Judith A. Dygdon, Ph.D.
c/o CPPC
4 Conant Square
Brandon, VT 05733

Was the information in Chapter 2 helpful to you in making decisions about when, where, and with whom to run your CLASSIC groups?

Was the information in Chapter 3, on principles of behavior, helpful in running your groups? Was it too basic, or too technical?

Please describe the types of children with whom you have used the CLASSIC in terms of age, sex, ethnicity, etc., and the context within which you used the CLASSIC (clinic, school, etc.).

Did you use the short or standard version of the CLASSIC?

What kinds of activities did your CLASSIC participants choose for group rewards?

Other comments:

CPPC

ISBN 0-88422-119-9
51595>
9 780884 221197

164